DOCUMENT RESUME

ED 136 494 EC 100 009

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TITLE Development of a Program Model for New Careers for Handicapped Children and Youth in the Recreation and Hospitality Career Cluster. Final Report.
INSTITUTION Kentucky Univ., Lexington. Curriculum in Recreation and Parks.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE Sep 76
CONTRACT 300-75-0344
NOTE 201p.; For related information see EC 100 010

EDRS PRICE MF-$0.83 HC-$11.37 Plus Postage.
DESCRIPTORS *Career Education; Elementary Secondary Education; *Handicapped Children; Leisure Time; Program Descriptions; Program Development; *Program Evaluation
IDENTIFIERS Final Reports

ABSTRACT

Presented is the final report of a project to develop a program to prepare handicapped students in grades K-12 for careers in the leisure occupations. Described are project activities and procedures undertaken to meet the three basic objectives: 1) to select, develop, and describe a career education program model; 2) to develop and describe an implementation plan which includes a guide for teacher training; 3) to pilot test the program model in one school system. Other project activities considered include the literature review and analysis, the development of objectives, the specification of classroom approaches, and revisions of the model, implementation plan and guide. Among six appendixes are sample pilot test evaluation questionnaires and an instrument for reviewing the career education guide. (CL)

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FINAL REPORT

CONTRACT NO. 300750344

Dennis A. Vinton, Project Director
University of Kentucky
Lexington, Kentucky 40506

DEVELOPMENT OF A PROGRAM MODEL FOR NEW CAREERS FOR HANDICAPPED CHILDREN AND YOUTH IN THE RECREATION AND HOSPITALITY CAREER CLUSTER

September 30, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
LIST OF FIGURES	v
Chapter	
1. INTRODUCTION AND STATEMENT OF THE PROBLEM	1
INTRODUCTION	1
GOALS AND OBJECTIVES	3
DEVIATIONS FROM THE ORIGINAL PROPOSAL	5
2. PROCEDURES	7
OVERVIEW	7
LITERATURE REVIEW AND ANALYSIS	8
FORMULATION OF FRAMEWORK FOR MODEL	8
DEVELOPMENT OF OBJECTIVES	10
SPECIFICATION OF CLASSROOM APPROACHES	11
DEVELOPMENT OF EXPERIMENTAL MATERIALS	11
PILOT TESTING	12
RESULTS OF PILOT TESTING	16
SPECIFICATION OF GUIDANCE AND COUNSELING SERVICES	18
DEVELOPMENT OF IMPLEMENTATION PLAN AND GUIDE	19
REVIEW OF MODEL, IMPLEMENTATION PLAN AND GUIDE	19
REVISIONS OF MODEL, IMPLEMENTATION PLAN AND GUIDE	21

Chapter Page

FORMULATION OF RECOMMENDATIONS 25

ORGANIZATION AND STAFFING 25

3. RESULTS 28

A PROGRAM MODEL OF CAREER EDUCATION FOR HANDICAPPED STUDENTS 28

THE IMPLEMENTATION PLAN 31

A TEACHER'S GUIDE 38

4. CONCLUSIONS AND RECOMMENDATIONS 39

APPENDIXES

A. QUARTERLY REPORTS 40

B. CONSENT FORMS 77

C. PILOT TEST EVALUATION QUESTIONNAIRES 82

D. EXCERPTS FROM INTERVIEWS WITH TEACHERS AFTER PILOT TESTING 101

E. INSTRUMENTS FOR FINAL REVIEW 112

F. REFERENCES 156

LIST OF TABLES

Table		Page
2-1.	Pilot Testing, Phase I Career Awareness	13
2-2.	Pilot Testing, Phase II Career Orientation	14
2-3.	Pilot Test Teachers	15
2-4.	Special Education Reviewers	20
3-1.	Major Tasks in the Research and Planning Phase	32
3-2.	Major Tasks in the Development Phase	34
3-3.	Major Tasks in the Implementation Phase	36

LIST OF FIGURES

Figure		Page
2-1.	Overall Project Design	7
3-1.	Model Framework	29
3-2.	Overall Implementation Plan	31

Chapter 1

INTRODUCTION AND STATEMENT OF THE PROBLEM

INTRODUCTION

There are approximately 18 million non-institutionalized disabled persons of working age in the United States. Of these 18 million, 48 percent are unemployed and 16 percent are employed only part-time. In addition, 40 percent have family incomes of $3,000 or less per year and another 30 percent receive public assistance (President's Committee on Employment of the Handicapped, 1970). These high rates of unemployment and underemployment are not due to a prevalence of severely disabling conditions with which work is medically contraindicated; nor are they due to personal preferences for total leisure by the handicapped. Rather, the major portion of the unemployment and underemployment among the handicapped can be attributed directly to the inequities faced by the handicapped in the employment market.

The disadvantages faced by the handicapped in seeking to secure and maintain jobs take many forms. They include (1) attitudinal barriers which prevent acceptance of the handicapped by potential employers (Kelley and Simon, 1969; Barber, 1967; Whigham and Mattson, 1969); (2) architectural barriers which prevent access of the physically handicapped to employment sites (Dantona and Tessler, 1967; Gailis and Susman, 1973; President's Committee on Employment of the Handicapped, 1974); (3) parental overprotection, abuse, neglect, or rejection which has deleterious effects on the growth, development, and later adjustment of the handicapped (Brolin, 1976; French, 1967); (4) treatment by habilitation and rehabilitation personnel of the abnormality rather than the normality, which deters the development of behaviors and characteristics which are culturally normal and acceptable (Wolfensberger, 1972); (5) lack of awareness on the part of teachers, parents, and vocational training personnel of non-traditional career options for the handicapped which severely limits their career possibilities (Davidson, 1974; Brolin, 1976; Mallas, 1974; Munger, Seiler, and Altman, 1975); and (6) lack of opportunities for the handicapped to prepare adequately and appropriately for work, which reduces their ability to compete for jobs and to keep employment (Stanfield, 1973; Conley, 1973; Davenport, 1973; Parker and others, 1973).

One possible strategy for the eradication of many of these disadvantages is the provision of career education to the handicapped. Career education is a goal-directed approach to education which focuses on learning as a means for preparing students for work and community living. As defined by Brolin (1976), "Career education is all of education: systematically coordinating all school, family, and community components together to facilitate each individual's potentials for economic, social, and personal fulfillment" (p. 192).

Career education has all of the requisite components to reduce the unemployment and underemployment problems of the handicapped. It provides its participants with opportunities to acquire the attitudes, knowledge, and skills needed for successful entry into and mobility within fields which are geared to their needs and abilities. It utilizes a normalization approach which enables students to prepare for work under realistic conditions. It involves parents and helps them support and guide their children as they move toward employment status. And it exposes potential employers to its participants as well-trained, competent persons with demonstrated capabilities.

There are numerous career education programs in operation in schools across the United States. However, very few of these programs include handicapped students and even fewer of these programs were designed specifically for the handicapped.

An additional related problem with many of the existing career education programs is that they focus on more commonly known career areas. One particular career area which has been neglected in the past is the leisure (recreation, hospitality, and tourism) cluster. This cluster represents one of the fastest growing occupational areas and it contains many careers which are particularly suited to the handicapped.

A 1967 survey of manpower needs in recreation and parks services determined that:

> The 303,000 full-time equivalent employment in the public sector in 1967 is estimated to increase to approximately 844,000 full-time equivalent by 1980, thus paralleling an expected 11 percent average annual growth rate of public recreation expenditures. Of these positions, many could be staffed by personnel with a high school education or less, supplemented by short term training programs (Hawkins and Verhoven, 1967, pp. 11-16).

According to a recent study by Sheppard of the Upjohn Institute, recreation represented the highest proportion of additional public service job possibilities of a non-professional nature of any area of public service. The study of 130 cities with populations of 100,000 or more indicated that of the 18,896 additional job possibilities in recreation and parks reported by mayors as needed to meet the demands made on their city agencies, 76 percent were para-professional by nature (Sheppard, 1969).

Changing Times (June, 1972) reported that jobs in the recreation field will increase by nearly 80 percent during this decade, a growth rate second only to the field of computer programming. As stated by Merrill, Lynch, Pierce, Fenner, and Smith (1968), "...we believe that leisure will be the dynamic element in the economy in the 1970's and that it will even out-perform the economy" (p. 9).

In light of these two interrelated problems, (1) the increasing need for manpower in the leisure careers and (2) the need for career education programs specifically designed for the handicapped, this study was undertaken to develop a program model which would prepare handicapped children and youth for careers in the leisure field.

GOALS AND OBJECTIVES

The primary purpose of this study was to develop a program model to prepare handicapped children and youth for new careers in the leisure occupations cluster. The model was designed for implementation with mentally retarded, learning disabled, deaf and hard of hearing, visually impaired, emotionally disturbed, crippled and other health impaired students from kindergarten through the twelfth grade. In addition, the model was developed for use in segregated special education classrooms, resource rooms, and mainstreamed classrooms.

A secondary purpose of this study was to develop an implementation plan for the model which addressed the necessary strategies for planning, implementing, and evaluating the various program components. This included the development of a teacher's guide which described the model and the role and function of the teacher in the model.

The specific objectives of the study were the following:

1. To select, develop, and describe a program model to prepare handicapped students for new careers in the leisure cluster.

- To develop an outline for a course of study which included a sequential program of awareness and orientation to the world of work and career exploration to provide handicapped students with the competencies needed to function successfully in entry level jobs.

- To design an individualized career assessment program which provided for the evaluation of factors that influence the occupational choices of handicapped students.

- To develop a systematic work training program involving work adjustment and job-related instruction that would culminate in employment.

- To develop a job placement and follow-up component which included procedures for locating, contacting, and utilizing community resources; job orientation for students; relationships with employers; student adjustment to the job; and procedures for job-related feedback.

2. To develop and describe an implementation plan which would include a guide for appropriate training of teachers.

   - To describe the general concepts of career education and formulate the leisure cluster as it relates to career education for handicapped students.

   - To describe and explain the program model, its goals, objectives, and strategies; the anticipated benefit to the handicapped; employment possibilities; barriers to employment, and strategies for overcoming them.

   - To articulate the role and use of school and community resources.

   - To describe the role and functions of the teacher and necessary competencies and learning experiences to develop these competencies.

3. To pilot test the program in one school system.

   - To develop appropriate strategies and procedures to carry out the pilot test task.

   - To validate the program model.

   - To develop effective strategies for optimum dissemination and utilization of the program model.

DEVIATIONS FROM THE ORIGINAL PROPOSAL

During the course of the project, several modifications were made in the scope and design of the study. These modifications evolved gradually as data were gathered and assessed and as the intricacies of designing a career education program for the handicapped became known. It should be noted, however, that despite modifications, the basic intent of the original proposal was adhered to and all of the conditions of the RFP were met.

One of the major changes was the broadening of the scope of the program model to include all career clusters. Originally, the model was to be designed for the leisure careers exclusively. However, in the process of reviewing the literature, it became apparent that (1) a myriad of job-related competencies which were not specific to any one cluster area needed to be stressed in the career education program (Goldman, 1975; Wolfensberger, 1972; Sali and Amir, 1971; Kolstoe, 1961; Beedy, 1971; and Brolin and Thomas, 1971); (2) the careers within the leisure cluster were interrelated with careers in all of the other clusters (Compton, in progress; Verhoven and Vinton, 1972; Munger, Seiler and Altman, 1975); (3) guidance and counseling services such as vocational assessment and job placement could not be realistically developed or implemented in a school system for one career area alone (Brolin, 1976; Tolbert, 1974); and (4) no general career education program model existed which contained all of the necessary components and was applicable to all handicaps and all grade levels. Thus, it was decided to develop a model which addressed all of the cluster areas, but to use the leisure occupations as examples in the explanations of the various model components.

A second major modification of the proposed study was the delimitation of the target population. It was specified in the proposal that the target population for the model would be the mentally retarded, learning disabled, hearing impaired, visually impaired, emotionally disturbed, and crippled and other health impaired. Implied, but not actually stated, was that the model would be applicable to the severely handicapped as well as the mildly handicapped. However, in attempting to develop a program which could address the career development needs of this widely diverse group, many unsolvable problems were encountered. In order to proceed with the model development, the target population was limited to the mildly handicapped in each of the disability groups. The basis for this decision was two-fold. First, certain commonalities could be identified in the educational and vocational needs of the mildly handicapped which were not present when the severely handicapped were

included. Second, the goal of the career education program had been established as being to prepare the handicapped to function as independent workers. This goal was deemed to be applicable to the mildly handicapped, but not always to the severely handicapped student.

These modifications necessitated certain changes in the overall design of the study. In addition, periodic analysis of time, personnel, and fiscal resources resulted in other modifications in the project procedures. These modifications, which will be described in greater detail in Chapter 2, included:

1. During the research and planning phase, objectives for the phases were not identified by analyzing specific leisure careers. Rather, objectives were formulated on the basis of current research findings on the skills and knowledge needed by the handicapped to function effectively in a work society.

2. Pilot testing was designed to gather formative rather than summative evaluation feedback.

3. Pilot testing took place in the Fayette County Schools rather than the Jefferson County Schools due to the proximity of the Fayette County Schools and due to limited personnel and time.

4. Only the awareness and orientation phases were pilot tested. It was felt that too many prerequisites were needed for the later phases to be tested within the allotted time.

5. The other components of the model, which were not pilot tested, were evaluated via extensive review procedures.

Chapter 2

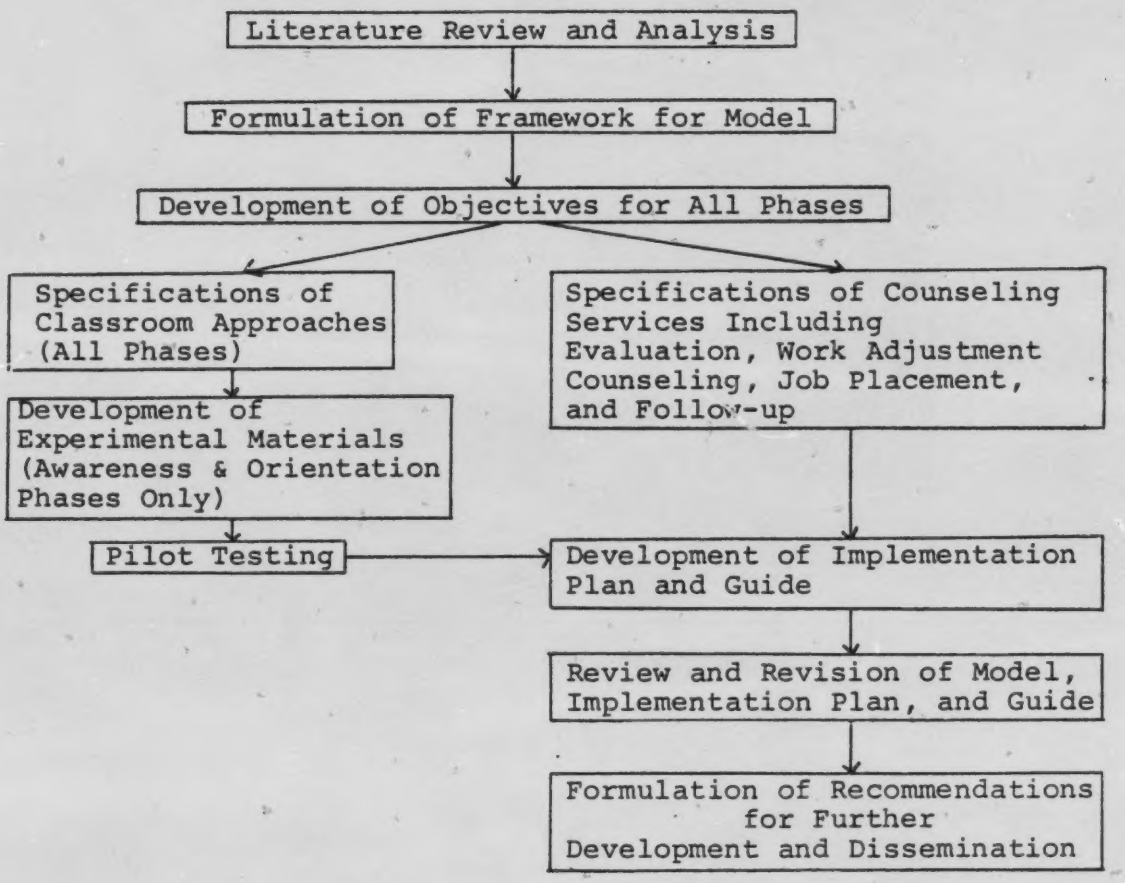
PROCEDURES

OVERVIEW

The methodology for this study involved a series of tasks which have been graphically depicted in Figure 1. On the following pages each of the developmental tasks will be described.

Figure 2-1

OVERALL PROJECT DESIGN


Literature Review and Analysis
Formulation of Framework for Model
Development of Objectives for All Phases
Specifications of Classroom Approaches (All Phases)
Specifications of Counseling Services Including Evaluation, Work Adjustment Counseling, Job Placement, and Follow-up
Development of Experimental Materials (Awareness & Orientation Phases Only)
Pilot Testing
Development of Implementation Plan and Guide
Review and Revision of Model, Implementation Plan, and Guide
Formulation of Recommendations for Further Development and Dissemination

LITERATURE REVIEW AND ANALYSIS

A Literature search was initiated in the middle of July, the first month of the project. By December, the major portion of the literature search was completed. However, efforts to locate further resources continued throughout the 15 months of the project. The purposes of the literature search were to identify (1) widely accepted career development theories; (2) research on the career development needs of the handicapped; (3) definitions and philosophical bases for career education; (4) exemplary programs of career awareness, orientation, exploration, and preparation, particularly those designed for the handicapped; (5) valid practices in work training programs for the special student; (6) guidance and counseling procedures for the handicapped including vocational evaluation and work adjustment; (7) successful school-based job placement and follow-up systems; (8) system design methodologies; (9) innovative practices in special education; (10) information about careers in the leisure cluster; (11) resource and audio-visual materials which could be used by teachers, students, and counselors in conjunction with a career education program; and (12) procedures for initiating changes in the existing curriculum.

The literature search was not undertaken to produce a comprehensive collection of resources pertaining to career education for the handicapped. It was undertaken to find the solution to specific problems which arose during the development of the model, the implementation plan, the teacher's guide, and the project itself. As each resource was located, it was evaluated as to its applicability to the problems being addressed and its possible inclusion in the solution. The results of the literature review and analysis served as the basis for the major portion of developmental work completed during the project.

It should be noted in several areas sufficient information could not be collected through the literature search. This was particularly true of information pertaining to guidance and counseling services available for the handicapped within the school system. Consequently, assistance was sought from experts and practitioners locally and in other parts of the country.

FORMULATION OF FRAMEWORK FOR MODEL

By the end of August, sufficient information had been located to begin the formulation of the conceptual framework for the model. The diverse educational and career development needs of the target population made it

imperative that the components of the model be sufficiently flexible to apply to each student and his individual learning characteristics. In addition, flexibility was needed so that the model could be used in a variety of learning environments, e.g., segregated special education classes, resource rooms, and mainstreamed classes.

Another mandatory characteristic of the career education program was that it had to reflect the continuous and fluid process of career development (Ginzberg and others, 1951; Super, 1953; Moore and Gysbers, 1972). A curriculum approach was needed which systematically enabled students to acquire the competencies needed to function as learners, workers, and citizens.

Some other characteristics which were considered vital to include in the model were:

(1) a method for ensuring that each student learned what was intended

(2) procedures for involving parents, potential employers, and the community in the program

(3) learning experiences which enabled students to acquire the attitudes, coping mechanisms, behavior, and general "life skills" which underlie adjustment and success in the adult world

(4) a basic scheme to ensure that all students were exposed to career possibilities from all 15 cluster areas prior to making a career decision

(5) teaching approaches which would demonstrate the career implications of academic subjects

(6) guidance services which assisted students when they reached decision points in their career development

(7) methods for helping students ease the transition from school to work

(8) competency-based programs for acquiring specific job skills

In the process of designing the model, efforts were made to select design features which could be realistically implemented by school systems. Consideration was given to existing personnel, curriculums, and fiscal resources. Only in the area of guidance and counseling services were drastic changes called for. This was due to the presently inadequate status of these services for the handicapped. To implement the guidance and counseling components of the model

(e.g., vocational evaluation, work adjustment counseling, job placement and follow-up), more personnel and financial resources need to be allotted by the schools.

The formulation of the conceptual framework of the model was completed by October. However, further refinements were made throughout the remaining eleven months of the project. A complete description of the model can be found in the accompanying guide, Planning and Implementing Career Education for the Special Student.

DEVELOPMENT OF OBJECTIVES

The next developmental task which was undertaken was the formulation of objectives for the four phases of the model. From the review of the relevant literature and research, four primary areas of competency were identified as being important to the successful functioning of handicapped workers on the job and in community living. The areas of competency are (1) self-awareness, (2) work concepts, (3) socialization, and (4) job skills and knowledge.

For each area, competencies were identified which were necessary for the student to attain by the time he or she completed the program. These competencies were then further analyzed to identify prerequisite skills, attitudes, and knowledge which needed to be acquired before the final competency could be attained. The list of prerequisite competencies along with the final competencies were then arranged in a logical, sequential manner and each was evaluated and assigned to its appropriate place in the model. Consideration was given to the overall purpose of each phase and the average level of development of the students.

The final task was the conversion of each competency into an educational objective (the reader is referred to the chapter on objectives in the accompanying guide). Educational objectives rather than behavioral objectives were developed in order to give teachers maximum flexibility in adapting the program to their particular students and environment.

The educational objectives for the awareness and exploration phases were completed by December. The objectives for the latter two phases were not completed until March, 1976.

SPECIFICATION OF CLASSROOM APPROACHES

During the same period the objectives were being finalized, methodologies for the development and presentation of learning experiences by the classroom teacher were being defined and described. These methodologies included: (1) the conversion of educational objectives into behavioral objectives; (2) the use of behavioral objectives; (3) the integration of career education objectives into existing subject units; (4) the development of learning centers for career awareness; (5) the development of competency-based instruction units for career exploration, orientation, and preparation; (6) the coordination of each child's program to ensure that all objectives were covered successfully; (7) the location and use of current printed and non-printed resources during each of the phases; and (8) the adaptations necessary for the instruction of children who are mentally retarded, learning disabled, visually impaired, hearing impaired, crippled or other health impaired, and emotionally disturbed.

Whenever possible in the description of these methodologies, examples using leisure occupations were included. In addition, materials pertaining to the leisure cluster were compiled and described to help teachers understand the various types of careers in the cluster and to assist them in planning learning experiences about these careers.

DEVELOPMENT OF EXPERIMENTAL MATERIALS

Closely allied to the specification of the classroom approaches was the development of the materials which would be used in the pilot testing of the awareness and orientation phases. The descriptions of the methodologies listed in the previous section, along with an overview of the career education model and sample learning centers and CBI Units were incorporated into two handbooks. An outline for each of the handbooks can be found in Progress Report #2 which is in the Appendix of this report.

In addition to the handbooks, a teacher training program was developed for the purpose of preparing the teachers for participation in the pilot test. The program consisted of two two-hour sessions. The first session was devoted to the philosophy of career education, a description of the model, an explanation of the leisure cluster, and an outline of the pilot test procedures. The second session was concerned with the units the teachers would be presenting. On the basis of teacher's and staff comments

this training program was later revised and expanded and was used as the recommended teacher training program for the entire model.

The development of these experimental materials was the responsibility of the entire staff. Each staff member was assigned specific areas to research, develop, and describe. However, some of the sample learning centers were developed by the staff working together during brainstorming sessions and the sample CBI Unit was developed on a contractual basis by a special education doctoral student.

PILOT TESTING

Pilot testing of the proposed career education program was conducted as part of the developmental process, its primary purpose being to obtain evaluative feedback regarding possible improvements or modifications in the approaches and objectives for the phases and the methods of teacher training. The Fayette County School System in Fayette County, Kentucky, was selected as an appropriate testing site due to its number and variety of special education classes and teachers and its proximity to project staff. To gain access to the teachers and classes, the following procedures were followed:

- An initial meeting was held in October, 1975, with the Head, Division of Special Support Services, and Head, Division of Research and Statistics for Fayette County Schools, to explain the career education program and discuss the needs for pilot testing in the Fayette County School System.

- As a result of this meeting, proposals to pilot test Phases I and II of the career education program were submitted in November, 1975, to the University of Kentucky Human Investigations and Studies Committee and the Fayette County School Research Review Board. Approval was granted on December 5, 1975, from the University committee and January 6, 1976, from the Fayette County School committee.

- Additional approval for pilot testing was requested and received from the Director of Laboratory Experience for the University of Kentucky College of Education.

- Based upon recommendations from the Head, Division of Special Support Services for Fayette County Schools and the expressed willingness of the teachers to participate, the following three schools were selected

as pilot testing sites: James Lane Allen Elementary, Tates Creek Junior High, and Beaumont Junior High.

- Meetings were held with the principals of each school to explain the purpose of the project, the needs for pilot testing, and to locate special education teachers to participate in the testing.

- Following each principal's approval, a meeting was held at each school with the special education teachers to explain the purpose of the project, the needs for pilot testing, and to secure volunteers to participate in the testing.

Thus, by following these procedures, access to the appropriate samples of special education teachers and students was obtained.

Phase I, Career Awareness, was tested in James Lane Allen Elementary School over a four-week period, beginning March 15 and ending April 19, 1976. One multiply handicapped and two orthopedically handicapped classes with a total of 38 students were involved in the test. A further description of the classes used in the pilot testing of Phase I is presented in Table 2-1.

Table 2-1

PILOT TESTING, PHASE I CAREER AWARENESS
March 15 - April 19, 1976

School	Type of Special Education Class	Number of Students	Average Age
James Lane Allen	Orthopedically Handicapped	12	7
James Lane Allen	Orthopedically Handicapped	18	10
James Lane Allen	Multiply Handicapped	8	8

Phase II, Career Orientation, was tested over a six-week period, beginning March 15 and ending April 23, 1976, utilizing two junior high schools: Tates Creek Junior High and Beaumont Junior High. A total of 53 students from two classes for the educable mentally handicapped (EMH), one class for the orthopedically handicapped, and one class for learning disabled participated in the pilot testing of the

orientation phase materials. Characteristics for each of the participating classes are presented in Table 2-2.

Table 2-2

PILOT TESTING, PHASE II CAREER ORIENTATION
March 15 - April 23, 1976

School	Type of Special Education Class	Number of Students	Average Age
Tates Creek Junior High	Educable Mentally Handicapped	4	15
Tates Creek Junior High	Learning Disabled	20	14
Beaumont Junior High	Educable Mentally Handicapped	21	14
Beaumont Junior High	Orthopedically Handicapped	8	14

Before students were allowed to participate in either phase of the pilot testing, each was required to return a signed parental consent form, a copy of which appears in Appendix B.

All teachers participating in the pilot test were volunteer special educators from the above mentioned classes. Education levels of the teachers ranged from a bachelor's degree to a master's degree with additional graduate course work. In addition, teaching experience ranged from less than one year to eight years. A more detailed presentation of this data appears in Table 2-3.

Table 2-3

PILOT TEST TEACHERS

Area of Specialty	Education Level	Number of Years Experience
Orthopedically Handicapped	B.A.	2
Orthopedically Handicapped	B.A. + 9 hours	4
Orthopedically Handicapped	B.A.	First Year
Educable Mentally Handicapped	M.A.	4
Educable Mentally Handicapped	M.A. + 18 hours	6
Multiply Handicapped	B.A. + 21 hours	8
Learning Disabled	M.A.	First Year

After volunteering to participate, the teachers received two, two-hour orientation sessions designed to explain the career education program; teaching methods used to present career education in the classroom; and the purpose, scope, and procedures of the pilot test. The career education handbooks were given to the teachers during the initial orientation sessions and all materials were explained. Following the orientation, teachers were asked either to adapt the example career education materials to their students' needs or to develop new materials for their individual classrooms. Project staff assisted the teachers during the collection, adaptation, and development of classroom materials. Since only one week was allotted for the preparation of the materials, all of the teachers elected to adapt the materials rather than create their own.

Teachers began pilot testing in their classrooms on March 15, 1976. It was stressed that feedback regarding possible improvements in the career education program and teacher materials were being sought and that neither individual student or teacher performance was being evaluated. In James Lane Allen Elementary School, the teachers utilized the learning center approach with Phase I, Career Awareness, while at both Tates Creek and Beaumont Junior High Schools the competency-based unit approach with Phase II, Career Orientation, was used. Teachers utilized the materials and methods in their classrooms and evaluated them via the completion of an evaluation questionnaire. In addition, individual interviews were conducted with the teachers by

project staff after the questionnaires were completed and reviewed. This allowed specific problems and suggested improvements to be further explored. A copy of the evaluation forms and edited transcripts of the interviews are presented in Appendix C and Appendix D, respectively.

RESULTS OF PILOT TESTING

Overall, Phases I and II of the career education program were found to be appropriate and plausible means of presenting career education to the handicapped. The teachers participating in the pilot test agreed that there is a great need for career education for the handicapped. Based upon their evaluation of the program, teachers offered the following suggestions:

Teacher Training

- Diagrams, flow charts, and illustrations were needed throughout the handbooks to supplement explanations of the various concepts and sections of the career education program.
- The educational objectives developed for Phases I and II needed to be written in more detail for clarity.
- A more detailed explanation of the leisure occupations cluster and its relationship to the other occupational clusters was needed.
- To help alleviate the stereotyping of handicapped students to particular occupations, individual work sessions should be scheduled with teachers during the teacher training stressing the importance of presenting a large number of occupations which will allow students a broader perspective on which to base career choices.
- Training sessions should be conducted to assist the teacher in developing appropriate teaching approaches which will encourage student independence so that they can more effectively utilize learning centers and CBI units.

Approaches and Objectives

- A great deal of opposition was voiced concerning the writing down of behavioral objectives. However, it was found that by writing the objectives down, teachers could better assess individual student performance and need. Additionally, by writing behavioral objectives, teachers formed a stronger

commitment to the planned activities and accomplished more. Therefore, it was suggested that teachers write down behavioral objectives.

- The learning center approach was found to be a successful method of presenting career education during the career awareness phase. The centers could be adapted to fit the space requirements of individual classrooms and the needs imposed by various disabilities. However, the learning center approach is not useful with students who lack motivation and the ability to work independently such as very young students or the severely disabled. It was suggested that the learning center approach may be useful in the career orientation phase as well as the awareness phase. Lastly, the cost of developing a learning center was minimal when community resources were identified and used.

- Field trips were found to be a successful method of presenting career education in both the career awareness and career orientation phases of the program.

- The competency-based instructional unit (CBI) was found to be a successful method of presenting career education during the career orientation phase with teachers making the following suggestions:

  (a) Present a variety of both active and passive activities in the unit.

  (b) Do not have too many prerequisites for the activities.

  (c) The unit should not be too lengthy.

  (d) Paper and pencil activities should be kept to a minimum.

  (e) Pre-packaged materials should be adapted to meet the needs of each individual classes.

  (f) A large number of occupations should be presented to the students to alleviate stereotyping.

- It was recommended that a large amount of instructional material be developed for numerous age levels, I.Q. levels, and for various disabilities.

- In the future, all staff development or orientation programs for the career education model should be individualized as much as possible. This will allow staff members to go at their own pace so that adequate time to assimilate the volume of material is provided. Also, individuals who have knowledge and skills of the content of various

orientation sessions should be allowed to by-pass them. Lastly, it was recommended that staff be given ample opportunity to become actively involved in orientation and training sessions through group discussion and question-and-answer periods.

SPECIFICATION OF GUIDANCE AND COUNSELING SERVICES

In the conceptualization of the model, guidance and counseling services are considered to be an integral part of the phases, particularly for the exploration and preparation phases. Included under the heading of "guidance and counseling services" are (1) group and individual counseling, (2) an occupational information system, (3) vocational testing and evaluation, (4) work adjustment counseling, (5) supervision of work training, (6) job placement, and (7) student follow-up.

Research for the development of each of these services began in September when numerous efforts were made to locate appropriate materials. However, it soon became apparent that very few printed resources applicable to the handicapped were available. Therefore, further information was sought from guidance and counseling personnel, vocational rehabilitation staff, career education experts, and special education personnel. Based on their assistance and a few isolated resources, the substance of the guidance and counseling services were developed. The major portion of this development took place in May and June of 1976.

Problems were encountered in attempting to fit the needed services into the existing school structures. At present, counselors in the schools are mainly concerned with administrative tasks. When they do provide counseling services to students, they rarely deal with the handicapped. However, since the expertise of a trained professional was deemed necessary to deliver many of the guidance and counseling services in the model, it was decided to recommend to school systems the expansion of their counseling programs. An additional recommendation was that counselors, as well as teachers, receive in-service training on career education for the handicapped.

DEVELOPMENT OF IMPLEMENTATION PLAN AND GUIDE

At the same time that the guidance and counseling components of the model were being developed, plans were being made for the preparation of a publication which would describe the model and its components and would provide directions to school personnel for the implementation of the model. Specifically, the publication plans called for the development and description of (1) general concepts of career education; (2) the model, its goals and objectives; (3) the leisure careers cluster in respect to career education for the handicapped; (4) an overall plan of implementation; (5) approaches to developing learning experiences; (6) adaptations necessary for career education for the special student; (7) guidance and counseling services; (8) a teacher training program; and (9) resources for implementation.

With the exception of the overall plan for implementation, these topics had been addressed in earlier tasks or were already in the process of being developed. Thus, the major portion of work during May, June, and the first part of July was devoted to compiling, revising, and rewriting the previously developed materials.

REVIEW OF MODEL, IMPLEMENTATION PLAN AND GUIDE

Following the initial development of the career education guide, an expert review was conducted as part of the formative evaluation to further develop and improve the guide. The review was conducted from July 12 to August 4, 1976, and involved three groups of experts: (1) special educators from the Fayette County School System; (2) selected national special education, career education, and leisure occupations experts; and (3) guidance and counseling professionals. The guide was reviewed individually by each member of the three groups with qualitative data collected regarding possible modifications and improvements in the content and technical quality of the guide.

Special education personnel from the Fayette County School System reviewed the Career Education Guide from July 12 to July 22, 1976. The group was comprised of the following six members: (1) Head, Division of Special Services for the system; (2) Coordinator of Special Education; (3) Coordinator, Division of Special Support Services; (4) special education work-study teacher; (5) special education resource room teacher; and (6) special education

teacher. Members of the group had from 4 to 15 years experience working with all types of disabled students. Three of the educators had more than 10 years experience each. A more detailed breakdown of the group is presented in Table 2-4. After reviewing the guide, the group completed an evaluation questionnaire designed to obtain qualitative data regarding possible improvements in the guide. A copy of the questionnaire appears in Appendix E. In addition, a group meeting was held with the project staff on Monday, July 26, 1976, to discuss needed changes in greater detail.

Table 2-4

SPECIAL EDUCATION REVIEWERS
Fayette County Schools

Title	Specialty Area(s)	Number of Years Experience
Head, Division of Special Support Services	Learning disabled, trainable and educable mentally handicapped, administration	15
Coordinator, Special Education	Emotionally disturbed, learning disabled, orthopedically handicapped, educable mentally handicapped, multiply handicapped, hospital homebound, hearing impaired, and visually impaired	6
Coordinator, Division of Special Support Services	Educable mentally handicapped	13
Special Education Teacher, Resource Room	Learning Disabled	5
Special Education Work-Study Teacher	Educable mentally handicapped	12
Special Education Teacher	Orthopedically handicapped	4

The second group of experts was comprised of five selected national experts with expertise in special education, career education, or the leisure occupations. This group included the following individuals: Dr. Peter Verhoven, Director of Research at the National Recreation and Park Association (NRPA); Dr. David Compton, Senior Research Associate at the National Recreation and Park Association (NRPA); Dr. Henry Colella, Assistant Superintendent for Special Education, Nassau County, New York; Ms. Helen Jo Hillman, Director of Programs for the Mentally and Orthopedically Handicapped, District of Columbia Department of Recreation; and Dr. Steve Brannan, Professor of Special Education at Portland State University. The Career Education Guide was reviewed by these individuals from July 12 to July 26, 1976, with each person completing an evaluation questionnaire designed to obtain feedback regarding possible improvements in the guide. Responses were returned via mail. A copy of the questionnaire is presented in Appendix E.

The third group of experts to review the guide was comprised of three guidance and counseling professionals who conducted the review from July 27 to August 4, 1976. The reviewers consisted of a guidance counselor from Bryan Station High School in Lexington, Kentucky, currently involved in the Fayette County Schools' Career Education program; a vocational rehabilitation coordinator from the Fayette County Schools central office, currently working with special education students; and a publications editor and supervisor for the Division of Guidance in the Kentucky Department of Education who assisted in the development of a handbook regarding the role of the guidance counselor in career education for Kentucky schools. Each member of the group reviewed the guide in terms of the role of guidance and counseling in the career education program and completed an evaluation questionnaire. A copy of the questionnaire appears in Appendix E.

REVISIONS OF MODEL, IMPLEMENTATION PLAN AND GUIDE

Generally, the Career Education Guide received a favorable review from all three groups of experts. Each group expressed that career education for the handicapped was badly needed, and that this guide was an initial step in meeting this need. There was a wide range of response from the groups and a number of helpful comments and suggestions. In the following section, specific problems, comments, and suggestions which were incorporated in the revised version of the guide are presented.

General Revisions

. The user population of the guide needed to be clarified and stated in the frontis material of the guide.

. There was a question regarding the target population of the model. It was suggested that the target population be specified as the mildly handicapped.

. The introductory chapter of the guide should be expanded to include sections on the background of the project, how to use the guide, a graphic or schematic diagram of the model delivery system, a discussion of the trends toward mainstreaming and "least restrictive environment", and a discussion of the changing role of the special education teacher.

. Directions for the user of the guide needed to be included in the introductory materials.

. It was the consensus of opinion that the title of the guide needed to be changed and made more descriptive.

. Changes in the organizational sequencing of the chapters were suggested to make the guide more usable.

. Many reviewers stated that more illustrations would help break up the printed material and accentuate the concepts being presented.

. Throughout the guide all references to sex used the masculine gender. Either this should be changed to he/she or a statement denying sex bias should be placed prominently in the beginning of the publication.

Specific Revisions

. In Chapter 1, the development of life skills should be added to the discussion of career education.

. Chapter 1 needs more documentation.

. Some of the educational objectives needed to be either rewritten or deleted because they were repetitive and in some cases vague.

. The term educational objectives were considered inappropriate by several reviewers. Alternate terms or learner definitions should be used.

. In Chapter 3, the relationship of the leisure occupations cluster to the disabled needed to be expanded.

- The concept of career clusters should be presented and discussed earlier in the guide.

- The reviewers suggested that more materials, similar to Chapter 3, be developed explaining the remaining 14 occupational clusters. A statement to this effect should be included in the book.

- In Chapter 4, too much emphasis was placed on the community survey and cost. Reduction in the length of these sections was suggested.

- The role of the guidance counselor in planning, implementing, and evaluating the career education curriculum needs to be more clearly stated and explained in greater detail.

- The relationship of job analysis to the curriculum needs further development.

- The methods of evaluation described in Chapter 4 should be further clarified.

- In Chapter 5, less emphasis should be placed on cost, with more emphasis on teachers' resourcefulness and responsibility.

- More examples of both learning centers and CBI units would be helpful. Particular adaptations should be made more specific to tie in with learning centers and CBI units. Reference to these needs should be made in the publication.

- The role of the guidance counselor as described in Chapter 7 was found to be unfeasible by the reviewers due to lack of time, money, and expertise in existing school structures. In the publication, a qualifying statement should be used in the beginning of the guidance and counseling chapter to explain that the services described are for an ideal situation and in most schools, the money and personnel does not presently exist to create such programs. However, the publication should advocate that since these services are of such vital importance, schools should consider increasing the budget and hiring the needed personnel.

- It was suggested that parental consultation, developmental counseling, and group guidance and counseling be incorporated as components of the career education guidance and counseling program.

- More emphasis should be placed on the importance of public relations and the need to educate the community about the handicapped.

- The role of the counselor in student evaluation should be explained in greater detail.

- Many of the tests to be used in the student evaluation must be adapted for special populations. The need for professional expertise in the administration and interpretation of these tests should be stressed.

- Many reviewers stated that work adjustment and skill development are not adequately discussed in Chapter 7. The concept of evaluation should include the assessment of strengths and weaknesses of the students as well as predictive testing. Evaluation should provide the student an opportunity to improve his/her skill and performance.

- During work adjustment follow-up, emphasis should be placed upon the modification of specific problems on the job.

- The follow-up evaluation should begin during the student's first day on the job and utilize frequent contact thereafter during the first few weeks of work.

- Based on the comments received, it is recommended that the guidance counselor be exclusively assigned to career education, have skills in testing, and be experienced in working with the handicapped. In addition, this individual must develop a thorough understanding of career education.

- Work training and job placement are out of the scope of services for guidance counselors. Providing these services is a full-time job. Thus, additional personnel skilled in the area of job placement, work training, and evaluation should be hired to perform these duties.

- Teachers, principals, and librarians can be of assistance to the counselor in providing career education guidance and counseling services. With an in-service training program, teachers may assist the counselors by working with groups under the counselors supervision and assuming some of the organizational and clerical duties associated with the program. A librarian may serve as the coordinator of the occupational information system. This information should be added.

- It is recommended that whenever possible, the guidance and counseling services for the handicapped should utilize the existing career education services to cut program costs. However, it is recognized that in most cases there will be no existing career education program. In all cases, the counseling personnel must be able to work successfully with the handicapped.

. It was suggested that the number of resources presented at the end of the guide be reduced to include only key resources. These remaining listings should be categorized and annotated to include information on the reading and interest level of the material and the cost.

FORMULATION OF RECOMMENDATIONS

The final task of the project staff was to make recommendations for the further development of the model and the dissemination of the results of the project. In the last section of this report, these recommendations are listed. The recommendations emanated from several sources: (1) project staff, (2) the reviewers of the guide, and (3) a BEH site-visit team, and many of the recommendations were expressed by all three groups.

ORGANIZATION AND STAFFING

This project is the result of a group effort with many people contributing to its development. Dennis A. Vinton conceived the study, initiated the proposal preparation, and directed the project throughout the duration of the funding period. Barbara Pantzer, who was the only full-time staff member for the major portion of the project, coordinated the day-to-day administrative and research activities of the project.

The bulk of materials development was carried out by Barbara Pantzer, Elizabeth M. Farley, and William A. Thompson. Barbara Pantzer and Elizabeth Farley developed the conceptual framework for the model. Elizabeth Farley also formulated the objectives for each phase, developed the classroom approaches, and supervised the development of the sample learning centers and CBI unit. Barbara Pantzer was responsible for the development of the approaches for the guidance and counseling services, as well as the background material on career education and the occupations in the leisure cluster. William Thompson was primarily responsible for the pilot testing and review procedures used in the materials development. In addition, he prepared the majority of materials pertaining to the implementation plan.

Special mention should also be made of the considerable work performed by four non-paid graduate students in therapeutic recreation: Sandy Bennett, Rita Stosberg, Elizabeth Kiser, and Nancy Andrews. They completed the major portion of the literature search, contributed to the development of the experimental materials, and later wrote parts of the initial draft of the guide.

Following is a summary of personnel and their tenure with the project.

Administrative Staff and Senior Researchers

Dennis A. Vinton, Project Director: 10%, July 1, 1975 to September 30, 1976
Barbara D. Pantzer, Project Coordinator: 100%, July 1, 1975 to September 30, 1976
Elizabeth M. Farley, Materials Development Specialist: 66-2/3%, July 1, 1975 to May 31, 1976
William A. Thompson, Research Associate: 50%, January 1, 1976 to April 30, 1976; 100%, May 1, 1976 to September 30, 1976

Research Assistants

Kay Ellis
Anita Leifer
Nancy Andrews
Sandy Bennett
Elizabeth Kiser
Rita Stosberg

Secretaries

Janet Barnes
Eileen Kentz
Carolyn Keuling
Pamela Lowery
Loraine Melrose
Sharon Zegeer

Consultants

Peter J. Verhoven, Director of Research, National Recreation and Park Association
David M. Compton, Senior Research Associate, National Recreation and Park Association
Steve Brannan, Professor of Special Education, Portland State University
Henry Colella, Assistant Superintendent for Special Education, Nassau County, New York
Helen Jo Hillman, Director, Programs for the Mentally and Orthopedically Handicapped, District of Columbia Department of Recreation

Writers and Artists (contractual basis)

Pat Hoessli
Mary Hein
Thomas Martin
Ann Malin

Pilot Test Teachers

Deborah Dariano
Sandra Davis
Linda Dunagan
Nan Gordon
Barbara Hulette
Paula Hurst
Vicky Norton

Fayette County Special Education Reviewers

Jean Arnold
Patricia Collins
Delores Nelson
Mary Newman
Natalie Patterson
Anne Welsh

Guidance and Counseling Reviewers

Elizabeth Clyde, Vocational Rehabilitation Coordinator, Fayette County Schools
Carolyn Floyd, Guidance Counselor, Bryan Station High School, Lexington, Kentucky
Jacqueline Cantrell, Publications editor and supervisor for the Division of Guidance, Kentucky Department of Education

Chapter 3

RESULTS

The major accomplishments of this study were the development of a program model of career education for the handicapped, the development of a plan for implementing the model, and the development of a teacher's guide which describes the model and explains the role of the teacher in the planning and implementation of the career education program. Following is a brief description of each of these products.

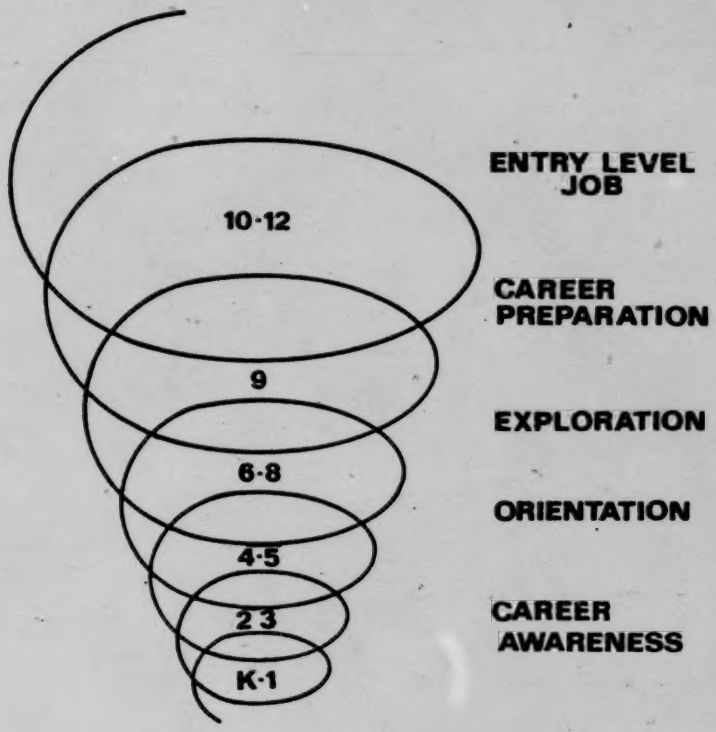
A PROGRAM MODEL OF CAREER EDUCATION FOR HANDICAPPED STUDENTS

The program model is designed for use with handicapped students in kindergarten through the twelfth grade. Specifically, the target population includes mentally retarded, learning disabled, hearing impaired, visually impaired, crippled and other health impaired, and emotionally disturbed students who require special educational adaptations to facilitate their learning and development, but who have the potential for functioning as independent workers in integrated work settings.

The basic structural framework of the model is a helix which has been roughly divided into four phases: career awareness, career orientation, career exploration, and career preparation (see Figure 3-1). These phases reflect the major life stages in the career development process (Super, 1953; Ginzberg and others, 1951; Tiedeman and O'Hara, 1963). Like the life stages, the phases have no distinct demarcation between them, rather they flow from one into another in a continuous fluid process. Thus, the student progresses through the phases while gradually and systematically acquiring the skills, knowledge, and attitudes needed to sucessfully function as an independent worker.

Figure 3-1

MODEL FRAMEWORK



For structural purposes, grade levels have been assigned to each phase based on normal career development patterns. Ideally, career awareness will begin in kindergarten and extend through the fifth grade; career orientation will take place from sixth through eighth grade; career exploration will occur in the ninth grade; and career preparation will take place from tenth through twelfth grade. These grade levels are only approximations and should not be construed as being applicable to every child. Progression through the phases should be contingent on the student's individual rate of learning and development and the appropriate phase for each student should be determined by assessing his competencies and comparing them to the prerequisite competencies for each phase.

To provide the model with the accountability and flexibility needed to accommodate individual differences in learning and development, objectives are used for each phase. These objectives specify the competencies to be acquired during the phase. Thus, they can be used to design the instruction, as well as to assess the student's level of development.

The objectives for each phase center around four competency areas: self-awareness, work concepts, socialization, and job skills and knowledge. For the awareness phase, the objectives focus on the development of attitudes toward self, work, and others which will facilitate later functioning in a work-oriented society. Development of an awareness of work as it exists in the community, home, and school is also covered.

The career orientation phase builds on the general occupational knowledge, self-awareness, and socialization skills acquired during the previous phase. In addition, it provides the student with the opportunity to develop skills in occupational analysis, self-appraisal, and decision-making.

The career exploration phase focuses on the in-depth exploration of career areas for the purpose of narrowing career choices and designing a viable high school education plan. The desired outcome of this phase is for the student to select a career area which has several career options and plan a program which would allow him to enter any of these careers upon graduation from high school.

The final phase, career preparation, is designed to facilitate the development of skills and knowledge necessary for effective functioning in a chosen career area. This includes specific job skills, as well as career-related skills pertaining to adjustment and advancement in the particular career field.

Several approaches are used in the model to enable students to acquire the specified competencies. During the awareness phase, separate career education learning center units and basic subject matter units which have been infused with career education are recommended. Learning center units can also be used in the orientation phase, however, if the students are more mature, competency-based instructional units can be used in place of the learning centers. Infusion of other subject matter with a career education focus is another approach integral to the program at the orientation level.

During the exploration phase, the objectives are accomplished through five different approaches: infusion of objectives into existing courses, short-term electives pertaining to occupations in each of the 15 clusters, vocational evaluation, and group and individual counseling. The career preparation phase also uses a diverse number of approaches. They include infusion of existing courses, competency-based job training courses, on-the-job training (work training), work adjustment counseling, job placement, and follow-up counseling.

The preceding description provides only a brief overview of the model. For a more detailed description, the reader is referred to the teacher's guide, Planning and Implementing Career Education for the Special Student, with Emphasis on the Leisure Occupations.

THE IMPLEMENTATION PLAN

The plan for implementing the career education program model can be divided into three developmental phases. The first phase, research and planning, consists of tasks necessary for identifying local needs in career education and specifying a plan for establishing an appropriate career education program. The second phase, development, covers those tasks necessary for adapting the model to the local school system and further developing the components. The third phase, implementation, consists of tasks necessary for implementing the various model components in the classrooms and in the community. In the following figure and tables, these phases and the major tasks are depicted and described.

Figure 3-2

OVERALL IMPLEMENTATION PLAN

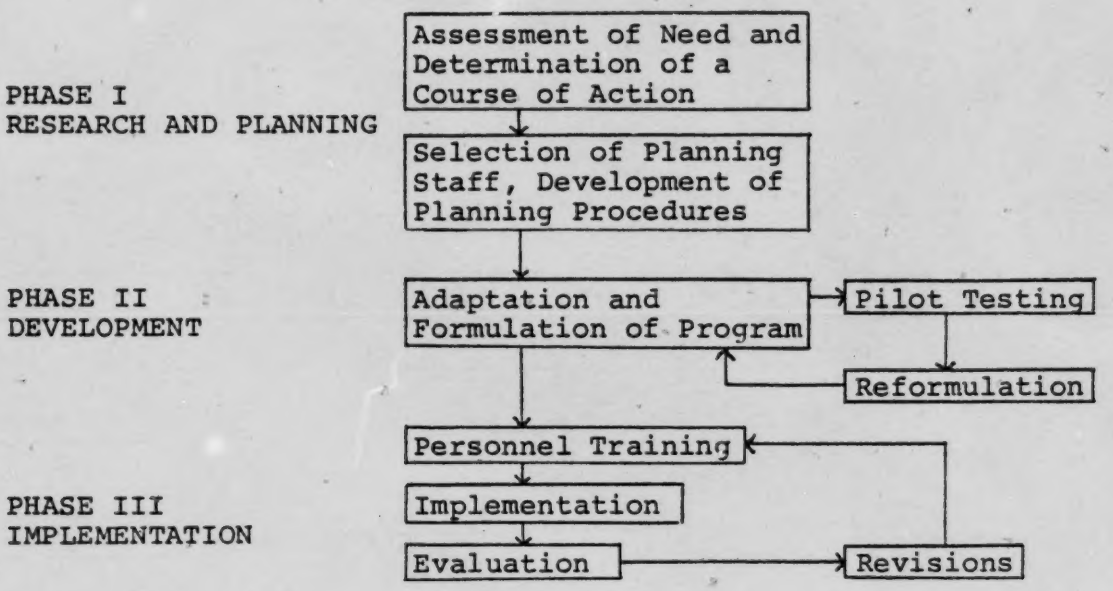


Table 3-1

MAJOR TASKS IN THE RESEARCH AND PLANNING PHASE

Task	Responsibility	Outcome
1. Conduct needs assessment	Curriculum Steering Committee	Quantitative and qualitative data on the need for career education for special students
2. Analyze proposed program model	Curriculum Steering Committee	Statement of scope and intent of curriculum changes which are deemed necessary and feasible to meet local needs
3. Publicize proposed changes	Curriculum Steering Committee	Commitment for change among school personnel, parents, students, and employers. Also, identification of people who are willing to assist in planning and development.
4. Appoint planning staff	Curriculum Steering Committee	Program coordinator and advisory committee selected and briefed
5. Specify curriculum content	Coordinator and Advisory Committee consisting of teachers, counselors, school administrators, employers, and parents	Definitive statement of scope of the program, strategies which will be developed, and method of integration with other school programs
6. Develop planning procedures and schedule	Coordinator	Schedule of planning tasks, responsible persons, target dates, budget, and management

Task	Responsibility	Outcome
7. Select and train individuals to be involved in planning tasks	Coordinator	Planners who understand the intent of the program and the scope and nature of their planning tasks
8. Identify school and community resources	Ad Hoc Committee of teachers, employers, etc.	File of community and school resources which planning committees can use in adapting the program for local use

Table 3-2

MAJOR TASKS IN THE DEVELOPMENT PHASE

Task	Responsibility	Outcome
1. Adapt and develop awareness phase	Ad Hoc Committee of elementary special education teachers	A method for coordinating the awareness program, a record keeping system, a career information system, evaluation and revision procedures, a recommended budget, and a teacher training program
2. Adapt and develop orientation phase	Ad Hoc Committee of middle school special education teachers	Same as for awareness phase
3. Adapt and develop exploration phase	Ad Hoc Committee of high school special education teachers and school counselors	A method for coordinating the exploration phase, selection of cluster areas for mini-courses (initial implementation), development of mini-courses, counseling and evaluation methodologies, student scheduling procedures, a record keeping system, a career information system, a budget, staffing pattern and staff assignments, and training programs for teachers and counselors
4. Adapt and develop preparation phase	Ad Hoc Committee of high school level special educators, counselors, and local employers	A coordination plan, job analysis for selected jobs, work training program based on job analysis, list of objectives for infusion, counseling methodologies, job placement system, follow-up system,

Task	Responsibility	Outcome
		career information system, record keeping system, student scheduling procedures, evaluation and revision procedures, staffing for each component, budget recommendations, training programs for teachers of work training courses and regular courses, counselors, job placement personnel, and employers who will supervise trainees on-site
5. Develop overall coordination plan	Coordinator	Management procedures for program at all levels, total budget to be submitted for approval to school board
6. Conduct pilot test	Coordinator	Identification of program weaknesses and appropriate revisions
7. Reformulate program	Coordinator	Description of total program with revisions from pilot testing

Table 3-3

MAJOR TASKS IN THE IMPLEMENTATION PHASE

Task	Responsibility	Outcome
1. Assign and train teachers, counselors, employers, and other personnel who will be involved in implementing the program	Coordinator and selected trainers	Personnel prepared to implement program
2. Develop separate career education units and infusion units for each classroom	Special education teachers at all levels (each teacher specifies behavioral objectives and develops learning experiences for his or her class)	Learning center awareness units, basic subject units which have been infused with career awareness objectives, learning center or CBI orientation units, basic subject units which have been infused with career orientation objectives, basic subject units which have been infused with career exploration and preparation objectives (the mini-courses and work training programs were developed during the previous phase)
3. Implement components of all phases	All special educators, counselors, employers, and other designated personnel	Classroom instruction, counseling components, work training, job placement, etc. (components are introduced as students are prepared for them)

Task	Responsibility	Outcome
4. Evaluate program	Coordinator with assistance from involved personnel	Weaknesses identified, revisions recommended
5. Revise program	Coordinator and advisory committee	Statement of and plan for revisions

A TEACHER'S GUIDE

The third major accomplishment of this study was the development of a teacher's guide which describes the model and its components and explains the role and function of the teacher in the planning and implementation of the career education program model. The guide, which is entitled Planning and Implementing Career Education for the Special Student, with Emphasis on the Leisure Occupations, contains the following:

A. An explanation of the philosophy and principles of career education

B. A description of the program model and its components

C. A description of the overall implementation plan

D. A listing of educational objectives for each phase

E. Instruction on the conversion of educational objectives into behavioral objectives specific to every student

F. An explanation of learning centers and competency-based instruction and the procedures for developing them for use in the career education program

G. Examples of learning center and CBI units using the leisure occupations

H. An overview of the adaptations which are necessary for the six major disability areas addressed by the model

I. A detailed description of the counseling components of the model

J. A description of the leisure cluster and a rationale for its inclusion and emphasis in a career education program for the handicapped

K. An outline of a competency-based teacher training program

L. A list of resources for the implementation of the model, emphasis is placed on resources pertaining to the leisure cluster

Chapter 4

CONCLUSIONS AND RECOMMENDATIONS

During the past 15 months, a great deal of time, money, and effort has been expended in developing an innovative approach to career education for the handicapped. The results of this work, a conceptual framework for a program model and the developmental methodologies requisite for its implementation, have been assessed by reviewers as meeting all of the criteria specified in the goals and objectives of the study. Furthermore, they have been deemed as solid foundations on which further developmental work can and should be built. Refinement and expansion of the materials has been recommended, as well as rigorous testing to assess the usability of the model on a broad basis and its impact on students, school systems, employers, and the general public.

The specific implications and recommendations for further research are that financial support be provided to:

(1) Augment and validate the logical-theoretical model.

(2) Develop student and teacher materials for all phases to supplement and compliment this project's deliverables. These materials should be developed separately for each disability group and particular priority should be placed on the development of awareness and orientation level materials.

(3) Pilot test the student and teacher materials in a large number of school settings.

(4) Continue development and specification of the implementation plans for the entire model.

(5) Implement commercial versions of the expanded program materials in selected demonstration sets.

(6) Conduct summative evaluations of program effects.

(7) Establish the appropriate means for maximum dissemination and utilization of the expanded materials.

APPENDIX A

Quarterly Reports

PROGRESS REPORT #1

CONTRACT NO. 300750344

Period: July 1, 1975 to October 31, 1975

Date of Submission: November 15, 1975

Name of Institution: University of Kentucky

Title of Project: Development of a Program Model for New Careers for Handicapped Children and Youth in the Recreation and Hospitality Career Cluster

Name of Project Director: Dennis A. Vinton

Office of Education Division or Staff Office: Bureau of Education for the Handicapped

1. Major Activities and Accomplishments

During this period, the major research and planning tasks for the project were completed. These have included a literature search, the development of a conceptual framework for the model, the selection of new careers to be addressed in the skill development phase of the model, the development of behavioral objectives for each of the instructional phases, the specification of a pilot testing procedure, and the determination of alternate validation techniques to be used for those sections of the model which could not be pilot tested.

The literature search was initiated in the middle of July. The purposes of the literature search were to identify (1) an appropriate systems design for each

instructional phase of the model; (2) resource material to be used in the development of the instruction; (3) appropriate means of integrating evaluation, counseling, and work adjustment information into the curriculum; (4) resource material to be used in the development of the evaluation and counseling component; (5) information about all possible jobs in the leisure cluster; (6) appropriate procedures to be used in the validation of the instructional, evaluation, and counseling materials; and (7) resource and audio-visual materials which could be used by teachers and counselors in conjunction with the career education model.

The literature search was not undertaken to produce a comprehensive collection of resources pertaining to career education for the handicapped, it was undertaken to find the answers to specific questions. In the area of evaluation and counseling, the information gleaned from the literature search was not sufficient to develop a realistic approach to be used in the model. Consequently, several interviews were conducted with school counseling and guidance, rehabilitation counseling, and work evaluation and work adjustment experts both here at the University of Kentucky and in other parts of the state.

By the end of August, sufficient information had been located to begin the formulation of the conceptual framework for the model. Further refinements were made

as new information was uncovered. Appended to this report is a short description of the model in its present state of refinement and a chart summarizing the basic facts concerning each of the phases.

In early September, the process of selection of the "new careers" to be used as examples in the skill development phase was initiated. Several possible methods for identifying the new careers were explored including the use of Project Career. However, due to time limitations, it was decided to base our selection solely on information from the literature review. The criteria used to select the jobs were (1) the non-traditional nature of the job (ones which were not commonly found in vocational rehabilitation programs and previously developed career education programs), (2) jobs which had a well defined career ladder, (3) jobs which provided opportunities for lateral mobility, (4) jobs with a good employment outlook, (5) jobs which were not restricted to one geographical area, and (6) entry level jobs which were full-time positions. The two jobs which were selected were recreation aide and grounds/equipment caretaker assistant. It should be noted that these jobs do not represent all the possible new careers in the leisure occupations clusters which could be used in the model, rather they are merely sample jobs and as such will be the only ones for which the skill development

classroom and work-training instruction will be developed during this project.

The next developmental task which was undertaken was the formulation of behavioral objectives for the four instructional phases of the model. The methodology used for the career awareness, career exploration, and career orientation phases was the collection of concepts and objectives used in the career education programs which were identified in the literature search, the selection of those which were most appropriate for the three phases according to the conceptual framework previously established, and their organization in a logical, sequential manner. The behavioral objectives of the skill development phase have not been fully developed since these behavioral objectives are based on competencies needed to perform the selected jobs and since some difficulty has been encountered in locating previously identified competencies.

At the same time the behavioral objectives were being developed, the model validation techniques were being selected and detailed. Pilot testing was selected as the most appropriate method for validating the instructional materials in the career awareness, career exploration, and career orientation phases. However, it was decided that the guidance and counseling component and the skill developmental phase could not be pilot

tested because several years of follow-up studies would be needed to properly evaluate the effectiveness of the career counseling component and too many prerequisites (which could not be covered in the limited time allotted for this project) were required for a student to enter the skill development phase. Consequently, the guidance and counseling component and the skill development phase will be reviewed and evaluated by selected experts during the same time that the other materials are being pilot tested.

The pilot test design was developed by project staff during the month of October. The site for pilot testing was changed from the Jefferson County School to the Fayette County School primarily for two reasons. First, the Louisville and Jefferson County Schools are in the process of merging this year and to avoid problems associated with the merger, a more stable system was selected. Secondly, it was decided that the process of pilot testing could be more effectively handled in a school system closer to the University of Kentucky.

At the beginning of October, a meeting was held with Head of the special education programs in the Fayette County Schools, Ms. Natalie Patterson. The purpose of the meeting was to discuss the feasibility of pilot testing the model in the Fayette County Schools. Ms. Patterson reacted favorably to the proposal and

suggested several different schools which would be suitable for the pilot test. She also provided information concerning the procedures for gaining permission to pilot test.

A meeting was then held with Mr. Carl Spivey, the Director of Research for the Fayette County Schools, who outlined the criteria for approval of research proposals. The following week, a formal proposal for pilot testing was prepared for submission to Mr. Spivey, Dr. Leland Smith, who coordinates the research and training activities between the University and the Fayette County Schools, and the University Human Investigations and Studies Committee. Final approval for pilot testing is expected to be given at the beginning of December. (The delay is due to the fact that the Human Investigations and Studies Committee will not meet again until the first week of December.)

2. Problems

In essense, the research and planning phase of the project has been nearly completed. However, the project work is about two weeks behind schedule. This is primarily due to the fact that the initial administrative tasks took longer to complete than originally projected. At this time, though, no change in the completion date of the project is expected.

3. Significant Findings and Events

The significant findings and events which occurred during this reporting period were discussed under the section on major activities and accomplishments.

4. Dissemination Activities

None

5. Capital Equipment Acquisitions

None

6. Data Collection

None

7. Other Activities

In cooperation with the research staff at the National Recreation and Park Association, who are presently involved in developing guidelines for career education in the RHT cluster for the educable mentally retarded, several developmental tasks were undertaken. These include a sharing of materials pertaining to career education for the handicapped gathered during our respective literature searches and a coordinated effort to identify expedient methods for the selection of careers in the recreation, hospitality, and tourism cluster which would be appropriate in a career education program for the handicapped. Communication with the NRPA staff was primarily via telephone and mial. In addition, a joint meeting was held in Lexington, Kentucky in August to plan out strategies. Another meeting was held in

Washington, D.C. to facilitate the completion of the cooperative tasks.

8. Staff Utilization

At the onset of the project, the project coordinator and materials development specialist were put on staff. The initial responsibilities of the project coordinator were to hire and orient other staff; obtain office space, equipment, and supplies; and develop procedures and a planning schedule for all major project tasks. At the same time, the materials development specialist, who was hired on a part-time basis, began reviewing systems design and general career education literature. These two persons were responsible for all the major activities described in section one of this report. A secretary was hired in the middle of August. During this reporting period, she established the bookkeeping systems for the project and coordinated the filing system for the literature search in addition to her regular secretarial duties.

In early September, voluntary assistance was obtained from three graduate students in the recreation curriculum. Their initial contributions were primarily the collection of literature. Toward the end of this reporting period, they were extensively involved in the development of behavioral objectives.

It should also be mentioned that assistance for specific tasks was obtained from many other non-project staff persons at the University and throughout the state. Faculty from the Special Education and Educational Psychology and Counseling Departments have been most helpful in locating resources and providing technical assistance. Help has also been provided in technical areas by various state vocational rehabilitation personnel and Fayette County School personnel.

9. Activities Planned for Next Reporting Period

During the next reporting period, the major project activities will include the development of the instructional materials in the four phases, the development of the counselor materials to be used in the guidance and counseling component, the preparation of materials to be used in the pilot test, the development of questionnaires to be used in the pilot test, the development of questionnaires to be used in the evaluation of materials by experts, the selection and recruitment of the experts, and the implementation of the pilot test.

_____
Signature of Project Director

_____
Date

PROGRESS REPORT #2

CONTRACT NO. 300750344

Period: November 1, 1975 to January 31, 1976

Date of Submission: February 15, 1976

Name of Institution: University of Kentucky

Title of Project: Development of a Program Model for New Careers for Handicapped Children and Youth in the Recreation and Hospitality Career Cluster

Name of Project Director: Dennis A. Vinton

Office of Education Division or Staff Office: Bureau of Education for the Handicapped

1. Major Activities and Accomplishments

This section of the report has been divided into four subsections to reflect the four major components of the project which were pursued during this reporting period. They are: a) the development of teacher materials for the career awareness phase of the model, Grades K-5; b) the development of teacher materials for the career exploration phase of the model, Grades 6-8; c) pilot test preparations; and d) task analyses of selected careers in the Leisure Cluster.

a. Development of Teacher Materials for Career Awareness

An initial task of the project was a literature search. Resources such as ERIC, SEIMC, and related projects throughout the country were tapped to yield

reports of prior research, innovative practices, and other documentation related to curriculum design, career education, and education of the handicapped.

Based on the findings of the literature search, the career awareness phase was divided into three instructional levels: kindergarten through first grade, second through third grade, and fourth through fifth grade. Using a spiraling curriculum approach, goals were formulated for each of the instructional levels. For K-1, the career awareness goals center around helping the child become aware of himself and the workers in his immediate environment. During grades 2 and 3, the program spirals outward and upward to include the child, his school, and his community. Finally, with grades 4 and 5, the program expands to include the world community. At this last level, the program begins channeling and making inroads back to the child, but this time with a broader and more global view of the world of work than at the previous two levels.

Following the formulation of the goals for each instruction level, the objectives were developed. An analysis of objectives from previously developed career education programs revealed that all career education objectives could be categorized into one of four concept areas: self-awareness, work concepts, socialization, and job skills and knowledge. Therefore, it was decided for

the sake of organization and clarity of presentation, the objectives for each instructional level would be divided into these four areas.

The objectives were purposefully stated in broad terms, so that teachers would be allowed a maximum flexibility when converting the educational objectives into behavioral objectives for classroom use. Differences in classrooms (self-contained, resource rooms, or mainstreamed) as well as differences in students (mentally retarded, physically handicapped, emotionally disturbed, and non-handicapped) were, therefore, accounted for with this approach.

Once the educational objectives were developed, several developmental tasks were undertaken simultaneously. A resource guide for the entire career awareness phase was compiled. At the same time, an outline for the career awareness phase handbook was developed and staff members were assigned the chapters which they were to complete. Following is an outline of the career awareness handbook and a short explanation of each of the chapters.

Career Awareness Handbook

Preface - The preface contains a rationale for career education for the handicapped child.

Chapter I - The University of Kentucky Model for Career Education for the Handicapped - An overview of the entire model is presented and an

introduction to the approach used in the career awareness phase is given.

Chapter II - Objectives - This chapter presents the educational objectives for the three instructional levels of the career awareness phase. It also provides the teacher with instructions on how to convert the educational objectives into behavioral objectives. Additional references are included for those teachers who need more information.

Chapter III - Learning Centers - Learning centers, the approach selected to be used for this phase, are defined and explained. Instructions are then provided on methods of developing learning centers.

Chapter IV - Examples of Learning Centers - Ten examples of career education learning centers are presented. Each of the learning centers was designed to accomplish a different objective with one of the major disability groups or with a mainstreamed classroom. The leisure cluster occupations are the predominate occupations used in the examples.

Chapter V - Adaptations - All of the major disability groups are discussed in terms of methods to be used in the classroom with them to facilitate learning. This chapter was primarily written for the teacher in a mainstreamed classroom, but it would also serve as a good review and reference for special educators.

Resource Guide and Publishers Guide - The resource guide contains a listing of applicable teacher materials, student materials, and audio-visual aids. The publishers guide was included to help teachers locate materials when their local resources are limited.

b. Development of Teacher Materials for Career Exploration

As with the career awareness phase, the initial steps involved in the development of the career exploration

materials were a literature search, the formulation of overall goals, and the development of objectives. An analysis of career development theories revealed that before a student can appropriately narrow his career choices, he must be provided with the basic tools for making valid career decisions. Since the career orientation phase requires the student to narrow his career choices to three or four occupational clusters, it is imperative that during the career exploration phase the student acquire an understanding of his own work interests, abilities, and values; a knowledge of careers within the fifteen occupational clusters; and an awareness of the processes of self-assessment and career assessment. The preceding statements provided the basis for the goals and objectives of the career exploration phase. In keeping with the format of the career awareness phase, the objectives were divided into the four concept areas of self-awareness, work concepts, socialization, and job skills and knowledge and were stated in broad terms for maximum flexibility when used by the teachers.

The approach selected to use with the career exploration phase was competency-based instructional units. It was decided, therefore, that the teachers' handbook should contain the following information:

Career Exploration Handbook

Preface - The preface presents a rationale for career education for handicapped children and youth.

Chapter I - The Model - An overview of the model and an introduction to the career exploration phase is given.

Chapter II - Competency-Based Instruction - This chapter defines and explains competency-based instruction and provides the teacher with instructions on how to develop CBI units for career exploration. Further references are provided for those teachers who need additional information.

Chapter III - Objectives - The educational objectives for this phase are presented.

Chapter IV - CBI Unit - A CBI unit built around the job skills and knowledge objectives is presented as an example. Only the leisure cluster occupations are used.

Chapter V - Learning Activities - Two lists of learning activities are included in this chapter. One list is of activities which could be used in a separate career exploration unit. The other contains activities which could be integrated into the existing curriculum. Each activity is accompanied with the objective it could be applied to achieve and instructions on how to conduct the activity and adapt it for use with various disability groups. The majority of activities pertain to the leisure cluster occupations.

Chapter VI - Adaptations - Teaching methods with the major disability groups are discussed.

It should be noted that prior to pilot testing, both the career awareness and career exploration handbooks will be reviewed by a board of six special educators from the Fayette County Schools Central Offices, one person

from each of six disability specialty areas. Forms are presently being developed to be used by the review board members.

c. Pilot Test Preparations

The original proposal called for the pilot testing of the career education model in the Jefferson County, Kentucky schools. However, during the course of the model development, the site of the pilot test was changed to the Fayette County, Kentucky schools. The change in the test site was prompted by the fact that the Jefferson County schools merged this summer with the Louisville schools. In order to avoid any confusion associated with the merger, it was decided to explore other possible sites. The Fayette County school system proved to be an equitable replacement and none of the original intent of the proposal was altered with this change.

In November, preliminary meetings were held with the Fayette County schools Head of Special Education and Research Director concerning pilot testing of the phase I and II materials. As a consequence of these meetings, an official proposal was submitted to the Human Subjects Review Board and then to the Fayette County Schools Research Review Board. Approval to proceed with pilot test plans was received in early January. A copy of the

approval letter has been appended to this report.

On the advice of the head of special education for the Fayette County schools, Mrs. Natalie Patterson, three schools were selected as possible sites for pilot testing. James Lane Allen, an elementary school with 2 orthopedically handicapped classes, 1 EMH class, 1 multiply handicapped class, 1 visually impaired class, and 1 learning disability class, was selected as a possible site for pilot testing the career awareness phase. Tates Creek Junior High School, which has 2 EMH and 1 LD class, and Beaumont Junior High School, which has 2 EMH and 1 orthopedically handicapped class, were selected as possible sites for pilot testing the career exploration phase. The principals of these three schools were contacted and meetings were scheduled first with the principals and then with the teachers involved. At the present time, the meetings to secure teacher cooperation are still in progress. Providing these meetings prove successful, teacher training sessions for both phases will begin the first week in March and pilot testing will begin the third week in March.

Phase I, career awareness, will be pilot tested over a four-week period. Phase II, career exploration, will be pilot tested over a six-week period. The materials to be used for pilot testing of phase I will be the learning centers designed as examples for the

career awareness handbook. The materials to be used for phase II will be the CBI unit designed as an example for the career exploration handbook. A more complete description of the pilot test design has been appended to this report.

Project staff are presently involved in the collation of pilot test packets, as well as the development of the instruments which will be used by the teachers and students to evaluate the materials.

d. Task Analyses of Selected Careers in the Leisure Cluster

A literature search for occupational information pertaining to the leisure cluster was initiated during the first reporting period of this project. As the search progressed, it became apparent that although job descriptions were available for a large number of jobs in the leisure cluster, very few competency lists had been compiled.

This finding had two major implications for this project. First, if we expected teachers to develop competency-based instructional programs at the skill development level, either competency lists would have to be made available to them or they would have to be taught how to perform a simplified task analysis. Secondly, in order for this project to provide applicable examples in the teacher handbook, we would have to

undertake a task analysis for one or two selected jobs. (The scope of this project did not allow for any more than two jobs to be analyzed.)

The two jobs selected for analysis were the recreation aide and the groundskeeper aide. The basis of the selection was that both of these entry level jobs had a well defined horizontal and vertical career ladder. Additionally, career opportunities in these areas were available in every geographical setting in the United States and it was felt that each job in one of its specialty forms could be handled by every major disability group.

The task analyses procedures that were subsequently undertaken were relatively unsophistocated. The major method of data collection was the interview. For the groundskeeper aide position, approximately 20 interviews were conducted with supervisors and laborers at state and local parks, the University campus recreation unit, private sports clubs, and commercial sports facilities. From these interviews, a list of tasks was compiled. The conversion of these tasks into competency statements will be undertaken during the next reporting period.

For the recreation aide position, several sources of competency lists were located which included Project Career and the two-year curriculum for therapeutic recreation aides project at the University of Illinois.

Both of these competency lists were too restrictive in scope for the purposes of this project. Needed alterations and combinations of these lists will be accomplished during the next reporting period.

2. Problems

None

3. Significant Findings and Events

The discussion of the significant findings and events was incorporated in section 1, Major Activities and Accomplishments.

4. Dissemination Activities

At this stage of development, very little has been done in the area of dissemination outside of the sharing of information and resources with other projects, particularly the Career Education for EMH project housed at NRPA Headquarters in Washington, D.C.

5. Capital Equipment Acquisitions

None

6. Data Collection

Three forms of data collection have been used in this project to date. They are a literature search, correspondence with other ongoing projects, and interviews, used in conjunction with the task analysis procedures. Findings related to these procedures were reported under Major Activities and Accomplishments.

7. Other Activities

None

8. Staff Utilization

Several new staff members were hired during this reporting period. A research associate was added to the staff as of the first of January. His present responsibilities center primarily in the area of the design of validation procedures and forms for the model. Additionally, he has been given the responsibility for the overall evaluation of project functioning. He is presently part-time, but will become a full-time staff member in May. A research and materials development assistant also joined the staff during this reporting period. Her duties are to provide assistance both in the development of the teacher materials and the validation procedures. She is part-time and will continue in this status until the end of the project.

Two short-term materials development assistants were hired during the month of January. One assistant was responsible for the development of the competency-based instruction chapter and the CBI unit for the career exploration phase. The other assistant was responsible for the development of the adaptations chapters for phases I and II.

A part-time secretary was also added to the staff. Her primary duty is the final typing of teacher materials.

The massive amounts of material produced by project staff during this period necessitated her employment.

9. Future Activities

During the next reporting period, the pilot test of phases I and II of the model will be completed, the teacher materials for phases III and IV will be developed, and the career guidance and counseling handbook will be written.

_____
Signature of Project Director

_____
Date

Fayette County Public Schools
701 East Main Street
Lexington, Kentucky 40502
Telephone 606-259-1411

Barb Pantzer

January 6, 1976

Dr. Dennis A.Vinton
110 Seton Center
University of Kentucky
Lexington, Kentucky 40506

Dear Dr. Vinton:

Your request to pilot test in the Fayette County Public Schools for new careers for handicapped children in recreation and hospitality has been approved. Please work with Mrs. Natalie Patterson, Head of Division of Special Support Services, for recommendations on classrooms to be selected for your project.

Sincerely,

Carl B. Spivey

Carl B. Spivey
Division of Research & Statistics

CBS/te

CC: Mrs. Patterson

Pilot Test Design

The purpose of the pilot testing phase of the project is to provide feedback to project staff on the format and content of the instructional materials. The pilot test is being used as a means of formative rather than summative evaluation and the results will be used to revise the materials for final publication.

The pilot test will be limited to the testing of the materials developed for the career awareness and career exploration phases of the model. The career awareness learning centers will be pilot tested in four classrooms in one elementary school. It is desirable that the classrooms represent varying disabilities with at least one classroom for the mentally handicapped and one classroom for the orthopedically handicapped. It is also desirable that at least one classroom be a resource room and one classroom be self-contained.

The career exploration competency-based instructional unit will also be pilot tested in four classrooms. The same classroom and disability types as in the awareness phase would be desirable for this phase.

On both levels, the classrooms will be selected on the basis of the recommendations from the Fayette County School System's central office special education staff and on the basis of the willingness of the teachers to participate. Each child in the selected classes will be required to have a signed parental consent form before he is allowed to participate.

The general procedure to be followed for each of the phases after the classrooms are selected will be a two-hour orientation of participating teachers to career education and this project, and a two-hour workshop on the phase each teacher will be working with, followed by a two-week period in which teachers with the aid of project staff adapt the materials for their classroom use. The implementation of the pilot test will start after the two-week period. The career awareness phase will be pilot tested over a four-week period. The career exploration phase will be pilot tested over a six-week period.

At the end of the pilot testing, students and teachers will be asked to evaluate the materials. In addition to the written forms, evaluation interviews will be held with each teacher after pilot testing. Data from these evaluation

procedures will be compiled, stated in terms of descriptive data, and interpreted for the purpose of revising the materials.

Following is an outline of the pilot test tasks:

PILOT TEST SPECIFICATIONS AND ORGANIZATION

1. Specification of pilot test requirements (subjects)
   a. number of classrooms at each level
   b. type of disability predominate in each classroom

2. Determination of test instruments for
   a. evaluation of the approach by teachers
   b. evaluation of the activities by students

3. Selection of pilot test design
   a. post-test only design for evaluations by teachers and students

4. Selection of statistical routine
   a. descriptive data for teacher and student evaluation

5. Selection of pilot test sample
   a. according to requirements
   b. record data on number of students, disabilities represented, average age level, etc.
   c. record data about teachers (education and experience)

6. Allocation of resources
   a. number of people
   b. amount of time
   c. amount of money
   d. resources to be provided by project and school system

7. Establishment of liaison

8. Specification of required tasks
   a. dates for orientation, implementation, and data collection
   b. planning of steps required to conduct test
   c. persons responsible for each task

9. Preparation of pilot test materials
   a. instructions for project staff
   b. background materials for teachers
   c. resources for teachers
   d. data recording forms

10. Scheduling of pilot test events
    a. confirmation of dates and times
    b. arrangements with teachers reviewed
    c. arrangements for testing and data retrieval

11. Preparation of pilot test protocol

CONDUCTION OF PILOT TEST

1. Orientation of participating teachers
    a. background information
    b. explanation of what each teacher is expected to do
    c. detailed explanation of how to use the materials
    d. review with each individual teacher on use of materials

2. Monitor scheduled events
    a. periodic checks - take pictures for final product
    b. assistance in problem solving as long as it does not violate pilot test conditions

3. Collection of test data and materials used during the testing

4. Errors will be checked for in terms of missed data, spurious data, etc.

INTERPRETATION OF RESULTS

1. Analysis of data

2. Determination of significance

3. Recommendations based on results will be outlined

4. Preparation of report on pilot test results

5. Incorporation of recommendations into materials

PROGRESS REPORT #3

CONTRACT NO. 300750344

Period: February 1, 1976 to April 30, 1976

Date of Submission: May 15, 1976

Name of Institution: University of Kentucky

Title of Project: Development of a Program Model for New Careers for Handicapped Children and Youth in the Recreation and Hospitality Career Cluster

Name of Project Director: Dennis A. Vinton

Office of Education Division or Staff Office: Bureau of Education for the Handicapped

1. Major Activities and Accomplishments

The major activities which took place during this reporting period centered around the planning, implementation, and evaluation of the pilot test. These activities included the following:

A. In the early part of February, final arrangements were made for pilot testing with Fayette County School personnel. Meetings were held with teachers in one elementary and two junior high schools to brief them on the project and to ask for their participation in the pilot test. Seven teachers volunteered. Dates for training and testing were then set up.

B. The experimental materials to be used in the pilot test were prepared. These included a teacher handbook

for the awareness phase, a teacher handbook for the orientation phase, and a teacher training program.

C. Consent forms were sent out for each student in the experimental program. One hundred percent of the parents agreed to their child's participation.

D. Teacher training was held in the second week of March. Separate sessions were held for the awareness and orientation phase teachers.

E. Career awareness materials were tested in three classrooms at James Lane Allen Elementary School from March 15 through April 19, 1976. The testing involved 38 students between the ages of 6 and 12 years, who were either orthopedically handicapped or multiply handicapped.

F. Career orientation was tested in four classes of junior high special education students. Fifty-three students who had an average age of 14 and were either educably mentally handicapped, learning disabled, or orthopedically handicapped were involved. Testing began March 15, 1976 and ended April 23, 1976.

G. Pilot test teachers completed a written evaluation form at the end of the testing period. In addition, each was interviewed separately by project staff in order to further explore their evaluations and experiences.

H. The results of the evaluations were compiled and are in the process of being analyzed so that revisions can be made in the materials.

During this same time period, materials were also being developed pertaining to work evaluation, work adjustment counseling, work training, job placement, and an implementation plan for the model. Plans for the final publication for the project were also made.

2. Problems

These are discussed in conjunction with the Significant Findings for this reporting period.

3. Significant Findings and Events

Although an in-depth analysis of the pilot test data has not been completed, the following findings have tentatively been identified:

A. Overall, the awareness and orientation programs were found to be appropriate and plausible means of presenting career education to handicapped students.

B. Although the teacher training program was deemed adequate by most participants, the teachers generally felt that a more individualized program was really needed. In addition, they felt more time was needed to prepare for the presentation of career education units then they were given.

C. The teachers objected to writing down behavioral

objectives, but found when they were in writing, their commitment to them was stronger. They also found that behavioral objectives often led to a more accurate assessment of student's performance and capabilities.

D. Learning centers were found to provide a flexible approach to career education which is needed in classrooms where student's abilities are widely varied.

E. Competency-based instruction units were found to be successful with mature students, however, a majority of teachers stated they would have preferred a learning center approach for their students. Additionally they felt shorter units would have been more appropriate for their students.

F. Time was very much a limiting factor in this pilot test and it precluded the utilization of large numbers of teachers. Therefore, only qualitative data was collected. Further testing is needed before concrete conclusions can be drawn.

4. Dissemination Activities

On March 17, 1976, the project staff made a joint presentation with Dave Compton, Principal Investigator of another BEH funded career education project, at the Midwest Symposium on Therapeutic Recreation held in Indianapolis. The purpose of the presentation was to

increase awareness among recreation personnel of the handicapped as potential employers.

5. Capital Equipment Acquisitions

None

6. Data Collection

The data which was collected during pilot testing was of a qualitative rather than a quantitative nature. A preliminary report of this data was discussed under significant findings and events.

7. Other Activities

None

8. Staff Utilization

Beginning February 2, Ms. Janet Barnes joined the staff as project secretary. No other changes in staffing were made during this period.

9. Activities Planned for Next Reporting Period

During the next reporting period, the major project activities will focus on the further analysis of the pilot test results and the development of materials for a guide to the program model and its implementation.

_____
Signature of Project Director

_____
Date

PROGRESS REPORT #4

CONTRACT NO. 300750344

Period: May 1, 1976 to July 31, 1976

Date of Submission: August 19, 1976

Name of Institution: University of Kentucky

Title of Project: Development of a Program Model for New Careers for Handicapped Children and Youth in the Recreation and Hospitality Career Cluster

Name of Project Director: Dennis A. Vinton

Office of Education Division or Staff Office: Bureau of Education for the Handicapped

1. Major Activities and Accomplishments

In the period covered by this report, the major activities focused on the preparation and review of a user's guide to the career education model. Following is a list of these activities.

A. Analysis of pilot test data was completed and the materials were revised accordingly.

B. An implementation plan was developed and described for the model.

C. A Guide to Career Education for the Handicapped with Emphasis on the Leisure Occupations was prepared for review. The guide is a compilation of all previously developed and revised material.

D. Arrangements for six reviewers from the Fayette County School Special Education Division were made.

E. Five experts in special education, career education, and leisure careers from across the country were contacted to review the Guide.

F. Three guidance and counseling personnel were contacted to evaluate the Guide.

G. Instruments and instructions for review were developed and along with copies of the Guide were sent to reviewers.

H. A meeting was held with the reviewers from Fayette County Schools to further explore their recommendations for revisions.

I. Analysis of review information was begun.

J. The final report for the project was prepared.

2. Problems

None

3. Significant Findings and Events

Some of the preliminary findings from the review included:

A. Most of the reviewers felt that the target population for the model needed to be more clearly specified as being the mildly handicapped.

B. The intended audience for the Guide and instructions on how to use the Guide were needed.

C. The phases of the model should not be restricted to grade levels, rather each student should be allowed to progress at his own rate through the phases.

D. The organization of the book needs to be reassessed. Most reviewers felt the adaptations chapter should be placed in an earlier section of the book.

E. More illustrations and figures were needed to break up the text.

F. The guidance and counseling services were deemed not feasible given personnel and fiscal resource limitations in most schools. Reviewers suggested that the Guide recommend that schools consider explaining their present services so that the career education needs of the handicapped could be met.

G. More specific information about resources should be included.

H. Several reviewers suggested that the name of the book be changed to reflect that it is a model which is adaptable for the handicapped.

I. Overall, the guide received a favorable reaction from the reviewers.

4. Dissemination Activities

None

5. Capital Equipment Acquisitions

None

6. Data Collection

Review data on the Guide was collected during this reporting period. Preliminary findings were discussed under significant findings.

7. Other Activities

None

8. Staff Utilization

The following changes in staff occurred during this reporting period:

A. Elizabeth Farley (Materials Development Specialist) terminated her employment on May 31, 1976. However, she has made herself available for consultation on revisions of the materials.

B. Kay Ellis (Research Assistant) terminated her employment on May 31, 1976. She was replaced by Anita Leifer, who will continue to provide technical assistance to the project.

C. Eileen Kentz was hired as a second full-time secretary in order to produce the massive amount of material needed for the Guide.

D. Sharon Zegeer was hired on a part-time basis to edit the Guide.

E. Peter J. Verhoven, David Compton, Steve Brannan, Henry Colella, and Helen Jo Hillman were contracted as consultants to review the project work. Additionally, six special educators from Fayette County and three guidance and counseling experts from Fayette County and the Kentucky Department of Education were also hired to review the Guide.

F. William Thompson (Research Associate) joined the

staff on a full-time basis as of May 31, 1976. He had been working with the project on a part-time basis since January.

9. Activities Planned for Next Reporting Period

During the next reporting period, revisions on the guide will be completed, the publication will be printed, and all reports will be prepared for submission.

_____
Signature of Project Director

_____
Date

APPENDIX B

Consent Forms

CONSENT FORM

Dear Parent:

A career education program for handicapped children and youth is presently being developed at the University of Kentucky. The purpose of the program is to provide instruction through which a child learns about the world of work and is helped to prepare to engage in work.

Your child's class has been selected to participate in a pilot test of this career education program. The purpose of the pilot test is to evaluate the program to determine if the methods and materials are of interest to students and if students learn what is intended. The students' individual performances will not be evaluated and confidentiality of all data is assured.

The career education instruction will be presented by their regular classroom teacher during school hours over a six-week period beginning March 15, 1976 and ending April 23, 1976. The program will not interfere with regular school work. Instead, it will present basic subjects such as reading, math, and social studies while focusing on the career implications of the subject being taught.

Any questions you have concerning the program will be gladly answered by our staff. Before your child can

participate in the program, it is necessary to obtain an informed consent from his or her legally authorized representative (parent, guardian, etc.). Once you give your consent, it should be understood that your child is still free to withdraw from this program at any time without prejudice to the child.

Sincerely,

Barbara D. Pantzer
Project Coordinator

BDP/jlb

I have read and understood the above explanation of the career education program pilot test. I give my consent for my child to participate.

_____ _____

Date

Signature of Legally Authorized Representative (parent, guardian, etc.)

Please return the signed statement to your child's teacher.

Consent Form
Page Three

We are planning to take photographs of the students participating in the various activities during the pilot test. The photographs will be published in a teacher's handbook which will instruct teachers on how to develop a career education program. Parental permission is required before we can take these pictures. If you are willing to allow your child to be included in the photographs, please sign below. It should be understood that your child can participate in the career education program without having his or her picture taken.

I give my consent for my child to have his picture taken while he or she is participating in the career education program.

_____ _____

Date Signature of Parent, Guardian, etc.

March 17, 1976

Dear Parent,

In conjunction with our career education pilot project, we are having a field trip on Thursday, March 25, to the Kentucky State Horse Park and Castlewood Park, here in Fayette County. The purpose of the trip is for the students to meet various workers in the parks and to view firsthand the type of work they do.

The buses will be leaving at 9:00 a.m. and returning at 1:00 p.m. The students are expected to bring their lunch so that they can picnic at Castlewood Park. If bad weather arises, alternative plans for lunch will be made.

Before your child is allowed to participate in the field trip, he or she must return the bottom portion of this letter with your signature on it. If you have any questions about the field trip, our project staff or your child's classroom teacher will be happy to answer them.

Sincerely,

Barbara D. Pantzer
Project Coordinator

BDP/jlb

- -

I give my consent for my child to participate in the class trip to the Kentucky State Horse Park and Castlewood Park on Thursday, March 25, from 9:00 a.m. to 1:00 p.m.

_____ _____

Signature of Parent or Legal Guardian

Date

APPENDIX C

Pilot Test Evaluation Questionnaires

EVALUATION OF CAREER AWARENESS PHASE

Directions: On the attached pages, you will find evaluation forms for the orientation session, the career awareness handbook, and the pilot test. Answer all questions by placing an X in the appropriate box. If you are undecided about a question or if you have no opinion, put an X in the box marked "No Opinion".

A space for comments has been provided after each set of questions. Use this space to explain your answers or to provide additional information regarding the addressed topic.

Your answers are very important to us as they will be used as one of the primary sources for revisions of the "teacher training" procedures and the handbook. So please consider each question carefully before answering.

Write your name on the top of each page of the evaluation forms. This will help us keep track of your responses so that we can follow-up in appropriate areas during the evaluation interview.

EVALUATION OF ORIENTATION SESSIONS

[The orientation consisted of two, two-hour sessions in which the model was explained and you worked on developing behavioral objectives from educational objectives.]

	YES	NO	NO OPINION
1. Did the orientation sessions aid your understanding of the model and materials?			
2. Was the purpose of the model adequately explained in the orientation?			
3. Were both orientation sessions needed?			
4. We e the individual sessions too long?			
5. Would additional sessions have aided your understanding of the model, the materials, and your role in the testing procedures?			
6. Was enough information presented in the orientation?			
7. Would additional information be helpful?			
8. Were the topics covered in the orientation appropriate?			
9. Were the media used in the presentation of the model and materials appropriate?			

COMMENTS:

EVALUATION OF CAREER AWARENESS HANDBOOK

CHAPTER I THE UNIVERSITY OF KENTUCKY MODEL	YES	NO	NO OPINION
1. Was the style of presentation satisfactory?			
2. Was the content sequenced appropriately?			
3. Was the purpose of career education adequately explained?			
4. Was the concept of career education clearly explained?			
5. Was the potential of the leisure occupations for the handicapped stressed sufficiently?			
6. Was the content and structure of the leisure cluster explained adequately?			
7. Was the University of Kentucky Model clearly explained?			
8. Would graphic illustrations be helpful for understanding the model and its components?			
9. Did you understand the term "spiralling curriculum" as used?			
10. Was sufficient background information provided on the use of behavioral objectives in the total model?			
11. Was sufficient information provided on the role of the guidance and counseling component?			
12. Was the awareness phase clearly explained?			
13. Was enough background information presented in the chapter?			

COMMENTS:

CHAPTER II OBJECTIVES	YES	NO	NO OPINION
1. Was the chapter on objectives concisely written?			
2. Was the chapter on objectives understandable?			
3. Was the chapter well organized?			
4. Was the chapter too long?			
5. Were the technical terms used well defined?			
6. Were the educational objectives consistent with the overall goals of the program?			
7. Were the educational objectives consistent with the overall goals of the program?			
8. Were the educational objectives realistic?			
9. Were the educational objectives within the abilities of exceptional children?			
10. Would the educational objectives be interesting?			
11. Are these educational objectives important in the education of exceptional children?			
12. Overall, were the educational objectives appropriate?			
13. Did the rationale and notes contribute to your understanding of the objectives?			
14. On the basis of the information in this chapter, could you develop terminal behaviors, test conditions, and performance standards for any of the given educational objectives.			
15. After reading the materials, were you able to write behavioral objectives from the educational objectives?			
16. Was the programmed format of the chapter helpful?			

COMMENTS:

CHAPTER III LEARNING CENTERS	YES	NO	NO OPINION
1. Was this chapter concisely written?			
2. Was this chapter understandable?			
3. Was this chapter well organized?			
4. Was this chapter too long?			
5. Were the technical terms well defined?			
6. After reading this chapter do you understand the purpose of a learning center?			
7. After reading this chapter do you understand how to develop a learning center?			
8. Were the ideas presented in the chapter applicable to teaching exceptional children?			
9. Would additional information aid your understanding of learning centers?			

COMMENTS:

CHAPTER IV EXAMPLES OF A LEARNING CENTER	YES	NO	NO OPINION
1. Was this chapter concisely written?			
2. Was this chapter understandable?			
3. Was this chapter well organized?			
4. Was this chapter too long?			
5. Were the technical terms used well defined?			
6. Were the examples presented applicable to teaching exceptional children?			
7. Did the examples of learning centers presented aid in understanding the previous chapter, "Learning Centers"?			
8. Were you able to follow through with the examples and develop a learning center?			
9. Were the examples of learning centers appropriate for the age level of your students?			
10. Were the learning center activities adaptable for your students' disabilities?			
11. In your opinion was the learning center an effective means of accomplishing the educational objectives?			
12. Could the learning center activities be individualized?			
13. Were the examples of learning centers needed to clarify the concept of a learning center?			
14. Were enough activity ideas presented with each center?			
15. Did you have adequate personnel to carry out the activities?			
16. Did the examples of learning centers generate ideas for additional centers?			
17. Did you experience problems or difficulties during the development of the learning center?			
18. Did the learning center take too much time to develop?			
19. Did the learning center fit in well with your present curriculum?			

COMMENTS:

CHAPTER V ADAPTATIONS	YES	NO	NO OPINION
1. Was this chapter concisely written?			
2. Was this chapter understandable?			
3. Was this chapter well organized?			
4. Was this chapter too long?			
5. Were the technical terms used in the chapter well defined?			
6. Did the adaptations disregard the realities of teaching exceptional children in segregated classrooms?			
7. Did the adaptations disregard the realities of teaching exceptional children in integrated classrooms?			
8. On the basis of the information in the chapter on adaptations could you make the necessary adaptations in the Career Awareness Unit?			
9. Was enough information presented in the adaptations chapter?			
10. Were enough references included after each section?			

COMMENTS:

CHAPTER VI RESOURCE GUIDE	YES	NO	NO OPINION
1. Was the resource guide too long?			
2. Was the resource guide understandable?			
3. Was the resource guide well organized?			
4. Was enough information listed with each source?			
5. Was the resource guide helpful for developing and implementing the Career Awareness Unit?			
6. Would additional categories of resources be helpful?			
7. Were you able to use the resource guide?			
8. Could the resource guide be organized in a more appropriate manner?			
9. Were the resources listed appropriate for the grade levels and ages suggested?			
If you are aware of any resources not listed in this guide which would be helpful, please list them below.			

COMMENTS:

EVALUATION OF PILOT TEST

	YES	NO	NO OPINION
1. Were the procedures for the pilot test adequately explained?			
2. Was sufficient time allotted for your preparation for the pilot test?			
3. Without the assistance provided in gathering materials, would you have been able to carry through with the pilot test?			
4. Was the pilot testing period long enough for you to form an opinion on the useability and value of career awareness learning centers?			
5. Was participation in the pilot test beneficial to you as a teacher?			
6. Was participation in the pilot test beneficial to your student?			
7. Do you plan to develop other career awareness learning centers for future use?			

COMMENTS:

EVALUATION OF CAREER ORIENTATION PHASE

Directions: On the attached pages, you will find evaluation forms for the orientation session, the career orientation handbook, and the pilot test. Answer all questions by placing an X in the appropriate box. If you are undecided about a question or if you have no opinion, put an X in the box marked "no opinion".

A space for comments has been provided after each set of questions. Use this space to explain your answers or to provide additional information about the addressed topic.

Your answers are very important to us as they will be used as one of the primary sources for revisions of the "teacher training" procedures and the handbook. So please consider each question carefully before answering.

Write your name on the top of each page of the evaluation forms. This will help us to keep track of your responses so that we can follow-up in appropriate areas during the evaluation interview.

EVALUATION OF ORIENTATION SESSIONS

[The orientation consisted of two, two-hour sessions in which the model was explained and you worked on developing behavioral objectives from educational objectives.]

	YES	NO	NO OPINION
1. Did the orientation sessions aid your understanding of the model and materials?			
2. Was the purpose of the model adequately explained in the orientation?			
3. Were both orientation sessions needed?			
4. Were the individual sessions too long?			
5. Would additional sessions have aided your understanding of the model, the materials, and your role in the testing procedures?			
6. Was enough information presented in the orientation?			
7. Would additional information be helpful.			
8. Were the topics covered in the orientation appropriate?			
9. Were the media used in the presentation of the model and materials appropriate?			

COMMENTS:

EVALUATION OF CAREER ORIENTATION HANDBOOK

CHAPTER I THE UNIVERSITY OF KENTUCKY MODEL	YES	NO	NO OPINION
1. Was the style of presentation satisfactory?			
2. Was the content sequenced appropriately?			
3. Was the purpose of career education adequately explained?			
4. Was the concept of career education clearly explained?			
5. Was the potential of the leisure occupations for the handicapped stressed sufficiently?			
6. Was the content and structure of the leisure cluster explained adequately?			
7. Was the University of Kentucky Model clearly explained?			
8. Would graphic illustrations be helpful for understanding the model and its components?			
9. Did you understand the term "spiralling curriculum" as used?			
10. Was sufficient background information provided on the use of behavioral objectives in the total model?			
11. Was sufficient information provided on the role of the guidance and counseling component?			
12. Was the exploration phase clearly explained?			
13. Was enough background information provided in the chapter?			

COMMENTS:

CHAPTER II COMPETENCY-BASED INSTRUCTION (CBI)	YES	NO	NO OPINION
1. Was the CBI chapter understandable?			
2. Was the chapter concisely written?			
3. Was the chapter properly sequenced?			
4. Was the format utilized in the chapter appropriate?			
5. Was the chapter too long?			
6. Were the technical terms used well-defined?			
7. Were any sections of the chapter unclear?			
8. Was enough information presented in the chapter?			
9. Would additional information aid your understanding of this chapter?			
10. Are the concepts presented in the CBI chapter applicable to your students?			
11 After reading the chapter did you understand competency-based instruction?			
12. After reading the chapter could you develop a competency-based unit of instruction?			

COMMENTS:

CHAPTER III OBJECTIVES	YES	NO	NO OPINION
1. Was the chapter on objectives concisely written?			
2. Was the chapter on objectives understandable?			
3. Was the chapter well organized?			
4. Was the chapter too long?			
5. Were the technical terms used well defined?			
6. Were the educational objectives well defined?			
7. Were the educational objectives consistent with the overall goals of the program?			
8. Were the educational objectives realistic?			
9. Were the educational objectives within the abilities of exceptional children?			
10. Would the educational objectives be interesting to exceptional children?			
11. Are these educational objectives important in the education of exceptional children?			
12. Overall, were the educational objectives appropriate?			
13. Did the rationale and notes contribute to your understanding of the objectives?			
14. On the basis of the information in this chapter, could you develop terminal behaviors, test conditions, and performance standards for any of the given educational objectives?			
15. After reading the materials, were you able to write behavioral objectives from the educational objectives?			
16. Was the programmed format of the chapter helpful?			

COMMENTS

CHAPTER IV EXAMPLE OF A CBI UNIT	YES	NO	NO OPINION
1. Was this chapter concisely written?			
2. Was this chapter understandable?			
3. Was this chapter properly sequenced?			
4. Was this chapter too long?			
5. Was the example CBI Unit applicable to teaching exceptional children?			
6. Did the example CBI Unit aid your understanding of Chapter II?			
7. Was the CBI Unit presented in a useable form?			
8. Was the example presented in this chapter necessary to clarify the concept of competency-based instruction?			
9. Did the example generate ideas for additional units?			
10. Were you able to follow through and actually develop a CBI Unit?			
11. Did you experience problems or difficulties during the development and implementation of the CBI Unit?			
12. Did the CBI Unit fit in well with your present curriculum?			
13. Could the CBI Unit be individualized?			
14. Was the CBI Unit appropriate for your students?			

COMMENTS:

CHAPTER V ADAPTATIONS	YES	NO	NO OPINION
1. Was this chapter concisely written?			
2. Was this chapter understandable?			
3. Was this chapter well organized?			
4. Was this chapter too long?			
5. Were the technical terms used in the chapter well defined?			
6. Were the adaptations realistic?			
7. On the basis of the information in this chapter could you make the necessary adaptations in the Career Orientation Unit?			
8. Could this chapter be modified to improve it or make it more appropriate? If so, explain.			
9. Was enough information presented in the adaptations chapter?			
10. Were enough references included after each section?			

COMMENTS:

CHAPTER VI RESOURCE GUIDE	YES	NO	NO OPINION
1. Was the resource guide too long?			
2. Was the resource guide understandable?			
3. Was the resource guide well organized?			
4. Was enough information listed with each source?			
5. Was the resource guide helpful for developing and implementing the Career Orientation Unit?			
6. Would additional categories of resources be helpful?			
7. Were you able to use the resource guide?			
8. Could the resource guide be organized in a more appropriate manner?			
9. Where the resources listed appropriate for the grade levels and ages suggested?			
10. If you are aware of any resources not listed in this guide which would be helpful, please list them below.			

COMMENTS:

EVALUATION OF PILOT TEST

	YES	NO	NO OPINION
1. Were the procedures for the pilot test adequately explained?			
2. Was sufficient time allotted for your preparation for the pilot test?			
3. Without the assistance provided in gathering materials, would you have been able to carry through with the pilot test?			
4. Was the pilot testing period long enough for you to form an opinion on the useability and value of the career education model and materials?			
5. Was participation in the pilot test beneficial to you as a teacher?			
6. Was participation in the pilot test beneficial to your students?			
7. Do you plan to develop other career orientation materials for future use?			

APPENDIX D

Excerpts from Interviews with Teachers After Pilot Testing

Teacher 1
Career Awareness, Multiply Handicapped

When questioned about the career education orientation session, the teacher responded that after the initial session explaining the model, an individual session dealing with behavioral objectives would be more beneficial than a group meeting. She reasoned that an individualized session would allow the teacher to deal with problems specific to his/her class and would present a more positive environment in which to receive assistance. The teacher further stated that individual, personal interaction would be more effective in an orientation session than pre-packaged instructional materials.

In discussing her involvement with the career education project, she stated that it made her attempt new and different activities and forced her to be more creative and do things she would not have tried otherwise. Also, as a result of her involvement in the pilot test, she found that her students were more capable in many activities than she had anticipated, performing at much higher levels. She found that the students were familiar with the area of leisure and having fun.

She termed the learning center a success with students approaching the activities as fun. A great variety of action activities were used and the students were able to work independently.

She stated that it was difficult to develop the initial learning center, but that it would become easier as she gained experience. The examples of learning centers provided numerous helpful examples that aided her planning. In the future, she plans to develop and use more learning centers in her curriculum.

The teacher had never used behavioral objectives prior to her involvement in this project. She stated that writing down the objective made her follow through with activities more often than she normally would have.

In the adaptations chapter, she suggested that more work was needed on suggestions on how to deal with the emotionally disturbed child in relation to the learning center.

Teacher 2
Career Awareness, Orthopedically Handicapped

The interview began with the teacher stating that the pilot test was successful and that her students benefited from the career education program. However, she did indicate that problems were encountered during the testing period. Many of the problems were attributable to the fact that her students were too young (aged 6 to 9 years). She stated that the unit approach was not too successful with these students and that they had difficulty utilizing the learning centers effectively. It was pointed out to her that the unit she used was designed for older children and that a number of the problems could be attributed to this fact.

When it was further pointed out that the occupations presented to students this young should relate to their immediate environment, she agreed stating, ". . .they can associate, like my job with me, and jobs in the school with workers they see. . . It has to be part of their environment, that they have pictured and know about, like a job their mother does or a job that father does. . .things they relate to every day in the school and home." When asked if there was a better approach to use with her students, she stated no, "I think the unit approach is good." She felt that integrating career education with other subjects would only confuse the students at this young age.

The teacher indicated she would consider developing other units in the future. When asked if the students liked the activities, she replied, "They seemed to. They really enjoyed it. We washed dishes, and things like that. . .Yes, they thoroughly enjoyed the activities."

Teacher 2 had difficulty developing the learning center because of lack of space, but found that the learning center could be adapted to meet her classroom's needs. When asked if she would attempt to use the learning center approach again, she replied, "Yes". However, she also stated, ". . . they [the students] can't work individually." When asked what the major problem was she responded, "Making the decision to go over there and stay there and do it. . .See, they would have to have constant supervision. Its also making the decision for them. They can't make that decision. You have to make it for them." (It should be noted that many teachers do not know how to let the student learn for themselves. They constantly direct the student, thus, the student may be able to accomplish a great deal by themselves if encouraged in the correct manner.)

The teacher felt that setting a time aside each day for her students to use the learning center may be a useful means of getting them to utilize the learning center.

Teacher 3
Career Awareness, Orthopedically Handicapped

The interview began with Teacher 3 stating that her program was chosen from the example learning center activities presented with the career education handbooks. She adapted these activities to meet the needs of her class, stating, ". . .I knew there were some things my kids couldn't do, and some things that could be developed a great deal further . . .I think this [example learning center] was really good, and was really helpful to me."

She liked both examples, State Parks and Career Carnival. Speaking of the State Park learning center, she replied, "The learning center on state parks was really a good thing. And there are a lot of jobs at the state parks that some of these children would be qualified to do."

In the future she felt she may use learning centers and will either develop new ones or build upon the units developed for the pilot test. She felt that learning centers are a successful means of presenting career education and in speaking of the centers she stated, "I really enjoyed it. I thought it was going to be impossible when I started, but it was pretty easy for me to use."

Teacher 3 commented that her students were more responsible following the pilot testing period and would complete tasks without being told. The students were able to accept the responsibility of working independently and the teacher felt that a very beneficial by-product of the learning center was its development of independence in the student. She stated, "Maybe that's what a learning center does. They [the students] learn on their own that there is something up there at the table that they were supposed to do. . .It's just another responsibility for them and that's what they need to become less dependent on me."

When questioned about the orientation sessions, she responded that it would have been better to have a general session initially, allow time to review the materials and formulate ideas, then have individual help sessions to work on specific dificiencies. The teacher felt that two weeks was needed to develop a learning center unit.

She expressed a dislike for writing behavioral objectives saying, "If I had to sit down and write a behavioral objective for every kid, I'd never get the unit taught. . .I guess I didn't like it [writing behavioral objectives] because this was the first time I was having to do it for every activity that I did." She did feel, however, that writing behavioral objectives served as a check and balance on her assessment of student performance.

Teacher 4
Career Orientation, Learning Disabled

In discussing her participation in the pilot test, Teacher 4 revealed that her students experienced difficulty just dealing with the leisure occupations. She felt that all 15 occupational clusters should have been presented to them, stating, ". . .I think what would have helped them [the students] more, is to see all the different clusters. They needed an overview." For this, she suggested a visual representation of the 15 clusters.

The teacher was quite pleased with the example CBI unit, stating, "I think the resource [CBI] unit helped a lot. Really, without the material given to me, there's just absolutely no way I could have developed one. And as it was, I spent a lot of extra time working on this." The materials had to be adapted to meet the needs and abilities of her students. There was not enough time allotted for her to adapt as much as she wished, indicating that time placed a great deal of pressure on her.

For learning disabled students, the teacher stated that the materials could have been better presented by integrating them into the regular curriculum. She added, ". . .I'd like to break it down as to eight or ten separate activities, concerning career education, that you could integrate into lessons. It could be a good program." Teacher 4 felt that approximately two or three weeks were needed to develop a CBI unit. She suggested the idea of having a central career education center from which to obtain classroom materials.

In further discussing the sample CBI unit, the teacher stated that a greater variety of activities was needed, explaining that the paper and pencil activities bothered the students. However, she did like some of the suggested activities such as field trips and identifying leisure occupations in magazine advertisements.

Discussing the teacher orientation, Teacher 4 suggested that pre-tests be used to allow individuals to by-pass sessions of which they have sufficient knowledge. In addition, she felt that more group discussions should be incorporated into the orientation, saying, "Let the people talk to each other and talk to the orientation staff so that it would be more like a discussion group instead of instruction and class."

She felt that the adaptations chapter was useful stating, "It would be valuable for someone who didn't know the disability with which they were working, like if you came into a new setting and had to work with a new class."

Teacher 5
Career Orientation, Educable Mentally Handicapped

When asked to discuss her general impression regarding the pilot test, Teacher 5 replied, "There's a whole lot of really good material in there. The number one activity that they [the students] all remember and talk about was the movie they saw on 'Careers in Motels and Hotels.' That really made a big impression on them, because it named many things they could do that they really hadn't thought of before. It would be much more meaningful for the kids if more films were incorporated, showing people actually doing leisure and recreation activity careers. What they see they understand better than what they hear or read. They liked the picture cut-out, collage-type activities. Those were fun. And they really seemed to understand; for a week or so they had a hard time distinguising differences between a leisure activity and a leisure career. After a week, they got the idea behind it and they understood that the career meant that you were working and helping other people do the activities."

She further stated that the career education unit was good because ". . .EMH kids don't rationalize things. They see somebody sitting at the skating rink taking up money for the tickets but they don't think, 'Hey, that's a job that maybe I could do.' That sort of thing doesn't go through their minds. You have to direct them into these things, and that's why the movie was so good. Because it actually showed people doing things; made them think, 'Hey, yeah; that is a job.'"

The teacher stated that the activities presented in the CBI unit had to be adapted to meet the unique needs of the class. When asked how she would change the unit she replied, "If I were going to teach the unit again, I would leave out a lot of pen and pencil activities, put in films and role playing, and this kind of thing. Because that's the kind of thing the kids get involved in."

Commenting about the orientation session, Teacher 5 stated that the first orientation session of 45 minutes to one hour was fine. The teachers should then have time to review the materials and formulate questions. The final session should be a study/question/answer type session, rather than a lecture. Asked if individual sessions would help, she responded, "Maybe individual sessions according to area of specialization would be helpful. But I don't think individual sessions as far as each person is concerned are helpful. Maybe the EMH teachers, the OH teachers, the LD teachers, this sort of thing. But I don't think it would be necessary to have one with each person."

The teacher felt that two weeks was a sufficient amount of time to plan a CBI unit, responding, "I doubt seriously that anybody spends longer than two weeks planning a unit. They are some mighty busy teachers, if they do." She also felt that the length of any unit should be no more than three or four weeks, stating, "I don't think I would stretch the unit out for six weeks. The kids really get tired of things pretty fast. If you can get their attention and give them a bunch of stuff fairly fast that they're enjoying (role playing, movies, collages, this kind of thing), with some pen and pencil activities, and some lectures stuck in with it. Most units I plan to last three or four weeks at the most. Rarely anything over four weeks. Because after that length of time, they respond, 'When are we going to be finished with this?' And it starts dragging on them. Once it starts dragging on them, you might as well stop there, because you've lost them."

Asked about the overall format of the career education model and handbook, she replied," I think it's very good. Very easy to follow." When the discussion came to the adaptations chapter, she replied that the chapter was good as a refresher or general guide, stating, "If I had never worked with one before, you know, I would be delighted to have that to look back on. Or a kid who's visually impaired, severely. I would be delighted to have this to look into, if I didn't know what I was doing with them."

When asked if the students were interested in career education, she replied, "The kids are very interested. This is their big thing now, getting a driver's license and a job are the only two things they think about. 'Run, Mary, run' is not very exciting, but driving the car down the road and stopping for stop signs and knowing which way to go and yield and this kind of thing, that means something to them."

Teacher 6
Career Orientation, Orthopedically Handicapped

Talking about her students' general reaction to career education she replied, "They did enjoy it -- I think they learned a lot as far as all the different aspects involved and the different careers." When asked what types of activities her students enjoyed most, she responded, "Anything that doesn't involve reading. Their reading level is low and reading is a struggle for them. So of course, they did enjoy the movies. They enjoyed any kind of interaction with each other. For instance, when they did the activity with the yellow pages, they did everything in teams. And they enjoyed that--working together. But as far as reading--discussions, they really contribute to discussions. They enjoy it too."

The teacher felt that career education materials would be usable in the future stating, "I want to use some of these materials in the future, next year read through it and plan. You could make, I think, a lot of mini-units out of the whole thing. I loved all the resources, because I like to have a lot to draw from. So yes, I think it will be very useful."

The teacher stated that it was difficult to apply some of the educational objectives to her students. Asked if the unit was more appropriate for older than younger children, she replied, "No. I think it's good at this age just to start them thinking. Especially with my kind of kids because they're at the age where they're getting a lot of this, 'Well you're never going to get a job. What kind of future do you have.' And I think this is an age where we should really reinforce the idea that just because their bodies are crippled, it doesn't mean their minds are. And they're going to have a future. I think with that in mind, it's good to start pushing a little; certainly let them know there are plenty of fields open to them. But no, I think career education is very important at this age."

Discussing the teacher orientation to the career education program, Teacher 6 felt that more group discussion was needed, which would in turn help establish better communications. She felt that two or three weeks was the optimum amount of time for which a CBI unit should be developed, stating, ". . .all the units that I do are just about a two or three week time span. Then they're bored. They just get tired of it after a while."

Commenting on behavioral objectives, she said they were very time consuming and that she usually did not write them down. However, if someone asked for them, she could write them out.

The teacher felt that too much material was presented in the time allotted for orientation. She further stated, "I think we needed a session to really go through the activities and discuss them. To see what would go and what wouldn't go and add ideas to it. I think maybe we could have gotten together for group discussion."

Teacher 7
Career Orientation, Educable Mentally Handicapped

The interview began with a general discussion of the career education model. The teacher stated, "The whole idea behind the model was good. The leisure cluster is a group of careers that these kids can go into and I have used the leisure models in teaching my career education because I know that's something the kids like. Now another thing that I taught, that the kids just really responded well to, which wasn't in that material, went into the careers within the state parks. Like see--science, I was doing a unit on plants. So it worked out just well. And they responded quite well. To them to have a job where they can get out and work in the woods. . .remember these kids are used to concrete and sidewalks and they don't see trees and grass that often, until they come down to school or somewhere like that. Now they really responded well to that. They liked that quite well."

Asked about the activities used in the CBI unit, she responded, "The topics were good. That appealed. . .I mean, the basic part of it they did have fun with. The unit on the airplanes with the filmstrips--they really liked those. They liked the films that we brought out. They got frustrated on the whole unit when we started using the telephone book. My kids don't know how to use the telephone book. So that took almost two weeks, teaching them how to use the yellow pages of the phonebook, before we could even do the material on the phonebook. The same way with using the want ads in the newspaper. It took them a while, even though I had worked using want ads. We had to go back over those skills and that took two or three days before they could get into the want ads and look for a job."

Asked if the students were interested in the career education program, she replied, "Yes, some of the jobs appealed to them. On the aerospace unit, you had the filmstrips. They were really interested. You know, like the person who carries bags, the baggage person; the people who go out and clean, wash down the plane; they could see themselves as doing these jobs." She stated that the jobs presented in the program must be brought to the personal level and interest of the student. "They do really well when it's referring to them and what they can do and what jobs they're going to have."

The teacher stated that learning centers would be an appropriate means of presenting career education to students because they are action activities. "I use learning centers all the time. My kids can learn anything by doing it, not by reading about it. Like, they made terrariums which they took

home for Mother's Day gifts. They were learning a lot about the job by handling the plants, working with the plants, working with the soil, and they were really interested in it. Even on that unit, if they had to sit and read about plants, they'd have been so turned off so long ago it was unbelievable."

Responding to the resource guide in the handbook, she stated, "I did like the resource guide. It had a place I could go and look for materials instead of having to spend two or three hours going through every book in the library for the materials."

APPENDIX E

Instruments for Final Review

A GUIDE FOR CAREER EDUCATION FOR THE HANDICAPPED
REVIEW FORM FOR SPECIAL EDUCATION, CAREER EDUCATION, AND LEISURE OCCUPATIONS EXPERTS

PAGE

A. Technical Review 3

B. Physical Characteristics 4

C. Content Bias 5

D. Content 6

Chapter 1: Career Education for the Handicapped
Chapter 2: Educational Objectives
Chapter 3: The Leisure Occupations
Chapter 4: Planning, Implementing, and Evaluating Career Education
Chapter 5: Developing Learning Experiences
Chapter 6: Adaptations
Chapter 7: Career Guidance and Counseling Service
Chapter 8: Staffing and Staff Development
Chapter 9: Resources for Implementation
General Questions

DIRECTIONS: On the attached pages you will find an evaluation questionnaire for the career education guide. Write your name in the space provided at the top of page 3. Then, answer all questions by placing an "X" in the appropriate box marked YES or NO. If you are undecided about a question, or have no opinion, place an "X" in the box under the heading "NO OPINION". A space for comments has been provided after each question so that you may qualify your answers. We encourage constructive comments on how the guide may be improved. If more space is needed, continue on the back of the page. Place the number of the question corresponding to each comment on the back of the page.

Your answers are quite important, as they will be used as one of the primary sources for revision of the guide. So please consider each question carefully before answering. All comments will be greatly appreciated.

Name _____

QUESTIONS	YES	NO	NO OPINION	COMMENTS: The reviewer is provided this space to expand upon his/her answer and to suggest ways in which the materials may be improved. Comments can be continued on the back of the page if necessary.
I. TECHNICAL REVIEW 1. Is the guide well organized?				
2. Is each topic explained in sufficient detail?				
3. Is the guide effectively subdivided?				
4. Is the material presented in appropriate sequence?				
5. Are technical terms adequately defined?				
6. Is a glossary of terms needed?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
7. Is the level of language appropriate for the intended audience?				
8. Is the style of writing utilized in the guide appropriate?				
II. PHYSICAL CHARACTERISTICS 1. Is the guide free of distracting features?				
2. Is the guide arranged for easy use?				
3. Does the guide provide adequate directions for the user?				
4. Are an appropriate number of illustrations used in the guide?				

116

QUESTIONS	YES	NO	NO OPINION	COMMENTS
5. Are the illustrations relevant and useful?				
III. CONTENT BIAS 1. Is the guide free of racial bias? If not, please comment where you perceive the bias occurs.				
2. Is the guide free of ethnic bias?				
3. Is the guide free of sex role stereotyping?				
4. Is the guide free of stereotyped occupational roles for the disabled?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
IV. CONTENT CHAPTER 1: Career Education for the Handicapped 1. Is the concept of career education presented clearly in the guide?				
2. Is the composition of the University of Kentucky Career Education Model explained adequately? If not, indicate which sections were not adequately explained.				
3. Are the various phases of the model (i.e., awareness, orientation, exploration, and preparation) explained clearly?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
CHAPTER 2: Educational Objectives 1. Are the educational objectives presented in a clear and understandable manner?				
2. Generally, are the educational objectives realistic?				
3. Do the educational objectives address themselves to all essential career education areas of concern for disabled students?				
4. Can the educational objectives be realistically developed for all disabled populations?				
5. Is the purpose of behavioral objectives clearly explained in the chapter?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
6. Is sufficient information provided to enable you to develop behavioral objectives from the educational objectives?				
CHAPTER 3: The Leisure Occupations 1. Is the leisure occupations chapter presented in a clear and understandable format?				
2. After reading the materials, do you understand the composition of the leisure occupations cluster?				
3. Do the diagrams presented in the chapter aid in your understanding of the cluster?				
4. Is the relationship of the leisure occupations to the disabled explained adequately?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
5. Is the use of the occupational clusters in career education explained clearly?				
6. Is the list of agencies and associations serving the leisure industry helpful?				
CHAPTER 4: Planning, Implementing, and Evaluating Career Education 1. Are the strategies for curriculum change clearly explained and discussed in Chapter 4?				
2. After reading Chapter 4, do you know how to plan the implementation of the career education model?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
3. Is the process of implementing the career education model clearly explained?				
4. Is the method of evaluation explained and outlined clearly?				
CHAPTER 5: Developing Learning Experiences 1. Is enough information presented to explain the development and use of learning centers?				
2. Do the examples of learning centers aid your understanding of learning centers?				
3. Are the examples needed to make the explanation of learning centers complete?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
4. Is sufficient information provided in the chapter to enable you to develop a learning center?				
5. Is it feasible to ask the classroom teacher to develop his/her own learning centers?				
6. Is competency-based instruction (CBI) explained clearly?				
7. Does the example CBI Unit aid or support your understanding of competency-based instruction and its use in the model program?				
8. Is sufficient information provided to enable teachers to develop a CBI Unit?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
9. Is competency-based instruction a good approach for all students in special education programs? If not, list disabilities for which it is not suitable. If possible, give alternative approaches or describe means of adapting CBI for the listed disability.				
CHAPTER 6: Adaptations 1. Does this chapter present sufficient information to serve as a useful introduction to problems encountered with disabled students and appropriate classroom adaptations?				
2. Is sufficient information provided regarding specific methods for adapting career education to the disabled? If you answer "NO", please list any sections of the chapter that were incomplete and indicate the type of information needed in each.				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
CHAPTER 7: Career Guidance and Counseling Services 1. Is the chapter understandable? If not, indicate the parts or sections that you fail to understand.				
2. Is the role of counseling and guidance in career education explained clearly in this chapter?				
3. Are any of the sections of this chapter deficient in amount of information? If so, please indicate which ones and why.				
CHAPTER 8: Staffing and Staff Development 1. Is the role of each staff member defined clearly?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
2. Is the staff development training program understandable to you?				
3. Is the format used to present the training program adaptable for use by most school systems?				
4. Can you suggest additional information that needs to be included in the training program?				
CHAPTER 9: Resources for Implementation 1. Are the resources listed in a usable form?				
2. Is enough information provided with each resource?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
3. Can you suggest a more appropriate form for presenting this information?				
4. Have any significant resources been deleted? If so, please list any additional sources that you feel would be beneficial.				
CONTENT: General 1. Is the career education guide comprehensive in its treatment of career education?				
2. Is the guide functional?				
3. Is the guide relevant to the teacher of disabled students?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
4. Does the guide offer a realistic approach to the provision of career education for the disabled student?				
5. Does the guide fulfill its intended purpose of providing information regarding the use and implementation of the career education model? If not, explain.				
6. Based on your overall review, is the guide acceptable as is? If revision is needed, explain.				
7. Does the guide present enough information to be useful?				
8. Is the guide clear and understandable?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
9. Is the guide usable for the following staff members:				
Teachers				
Counselors				
Administrators				
Curriculum Planners				

Comment on any additional materials you feel should be included in the guide.

Please add any additional comments you may have regarding the guide.

A GUIDE FOR CAREER EDUCATION FOR THE HANDICAPPED
REVIEW FORM FOR FAYETTE COUNTY SPECIAL EDUCATORS

PAGE

A. Reviewer Data Sheet 3

B. Technical Review 4

C. Physical Characteristics 5

D. Content Bias 6

E. Content 7

Chapter 1: Career Education for the Handicapped
Chapter 2: Educational Objectives
Chapter 3: The Leisure Occupations
Chapter 4: Planning, Implementing, and Evaluating Career Education
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Your answers are qute important, as they will be used as one of the primary sources for revisions of the guide. So please consider each question carefully before answering. All comments will be greatly appreciated.

REVIEWER DATA SHEET

NAME: _____

PRESENT POSITION: _____

TOTAL NUMBER OF YEARS OF SPECIAL EDUCATION TEACHING EXPERIENCE: _____

AREA(S) OF SPECIALTY: _____

HAVE YOU PREVIOUSLY BEEN INVOLVED IN A CAREER EDUCATION PROGRAM? _____

QUESTIONS	YES	NO	NO OPINION	COMMENTS: The reviewer is provided this space to expand upon his/her answer and to suggest ways in which the materials may be improved. Comments can be continued on the back of the page if necessary.
I. TECHNICAL REVIEW 1. Is the guide well organized?				
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3. Is the guide effectively subdivided?				
4. Is the material presented in appropriate sequence?				
5. Are technical terms adequately defined?				
6. Is a glossary of terms needed?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
7. Is the level of language appropriate for the intended audience?				
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2. Is the guide arranged for easy use?				
3. Does the guide provide adequate directions for the user?				
4. Are an appropriate number of illustrations used in the guide?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
5. Are the illustrations relevant and useful?				
III. CONTENT BIAS 1. Is the guide free of racial bias? If not, please comment where you perceive the bias occurs.				
2. Is the guide free of ethnic bias?				
3. Is the guide free of sex role stereotyping?				
4. Is the guide free of stereotyped occupational roles for the disabled?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
IV. CONTENT CHAPTER 1: Career Education for the Handicapped 1. Is the concept of career education presented clearly in the guide?				
2. Is the composition of the University of Kentucky Career Education Model explained adequately? If not, indicate which sections were not adequately explained.				
3. Are the various phases of the model (i.e., awareness, orientation, exploration, and preparation) explained clearly?				

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3. Do the educational objectives address themselves to all essential career education areas of concern for disabled students?				
4. Can the educational objectives be realistically developed for all disabled populations?				
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CHAPTER 3: The Leisure Occupations 1. Is the leisure occupations chapter presented in a clear and understandable format?				
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3. Do the diagrams presented in the chapter aid in your understanding of the cluster?				
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QUESTIONS	YES	NO	NO OPINION	COMMENTS
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6. Is the list of agencies and associations serving the leisure industry helpful?				
CHAPTER 4: Planning, Implementing, and Evaluating Career Education 1. Are the strategies for curriculum change clearly explained and discussed in Chapter 4?				
2. After reading Chapter 4, do you know how to plan the implementation of the career education model?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
3. Is the process of implementing the career education model clearly explained?				
4. Is the method of evaluation explained and outlined clearly?				
CHAPTER 5: Developing Learning Experiences 1. Is enough information presented to explain the development and use of learning centers?				
2. Do the examples of learning centers aid your understanding of learning centers?				
3. Are the examples needed to make the explanation of learning centers complete?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
4. Is sufficient information provided in the chapter to enable you to develop a learning center?				
5. Is it feasible to ask the classroom teacher to develop his/her own learning centers?				
6. Is competency-based instruction (CBI) explained clearly?				
7. Does the example CBI Unit aid or support your understanding of competency-based instruction and its use in the model program?				
8. Is sufficient information provided to enable teachers to develop a CBI Unit?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
9. Is competency-based instruction a good approach for all students in special education programs? If not, list disabilities for which it is not suitable. If possible, give alternative approaches or describe means of adapting CBI for the listed disability.				
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2. Is sufficient information provided regarding specific methods for adapting career education to the disabled? If you answer "NO", please list any sections of the chapter that were incomplete and indicate the type of information needed in each.				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
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2. Is the role of counseling and guidance in career education explained clearly in this chapter?				
3. Are any of the sections of this chapter deficient in amount of information? If so, please indicate which ones and why.				
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QUESTIONS	YES	NO	NO OPINION	COMMENTS
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2. Is enough information provided with each resource?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
3. Can you suggest a more appropriate form for presenting this information?				
4. Have any significant resources been deleted? If so, please list any additional sources that you feel would be beneficial.				
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QUESTIONS	YES	NO	NO OPINION	COMMENTS
4. Does the guide offer a realistic approach to the provision of career education for the disabled student?				
5. Does the guide fulfill its intended purpose of providing information regarding the use and implementation of the career education model? If not, explain.				
6. Based on your overall review, is the guide acceptable as is? If revision is needed, explain.				
7. Does the guide present enough information to be useful?				
8. Is the guide clear and understandable?				

QUESTIONS	YES	NO	NO OPINION	COMMENTS
9. Is the guide usable for the following staff members:				
Teachers				
Counselors				
Administrators				
Curriculum Planners				

Comment on any additional materials you feel should be included in the guide.

Please add any additional comments you may have regarding the guide.

CAREER GUIDANCE AND COUNSELING SERVICES
EVALUATION QUESTIONNAIRE

		Page
	Reviewer Data Sheet	2
1.	General Questions	3
2.	The Role of the School Counselor	4
3.	Teacher Consultation	5
4.	Occupational Information System	6
5.	Career Counseling for Students	6
6.	Job Placement Service	7
7.	References.	8

DIRECTIONS:

After reviewing the appropriate chapters in the guide (Chapters 1, 4, and 7), complete the reviewer data sheet and the following review form. Consider each question carefully, then answer the questions in the space provided, being sure to explain your answers fully. If more space is needed, please continue on the back of the page.

REVIEWER DATA SHEET

Name: _____

Present Position: _____

Total number of years of counseling experience: _____

Have you worked in a school setting or in cooperation with a school? If so, where and with what population of students? _____

_____

What special student populations have you worked with?

_____

Area(s) of Specialty: _____

_____

_____

Have you previously been involved in a career education program? If yes, what has been your involvement?

_____

_____

_____

CAREER GUIDANCE AND COUNSELING SERVICES

1. GENERAL QUESTIONS

a. Is the list of services included under the heading "Career Guidance and Counseling Services" complete? (Should any of the proposed services be deleted? Should any additional services be included?)

b. Considering the cost, materials, space, and personnel needed to provide the career guidance and counseling services as proposed in the guide, could the average school system provide all of these services? (If not, what changes need to be made which would make career guidance and counseling for the handicapped feasible? Should services be deleted? Should the recommended manner in which they are accomplished be changed?)

c. Does the information regarding career guidance and counseling provide a realistic approach to working with disabled students for most existing guidance and counseling personnel? YES _____ NO _____

d. Does the guide clearly explain the role of career guidance and counseling in career education? YES _____ NO _____ If not, how can the material be improved?

e. Is the role of the guidance counselor proposed in this guide consistent with current practices in the field? YES _____ NO _____ If not, what irregularities did you encounter?

f. After reading the material, is the proposed role of the guidance counselor in the career education program acceptable? YES _____ NO _____ If not, why?

g. Comment on any additional factors that need to be considered in the chapters dealing with career guidance and counseling.

2. THE ROLE OF THE SCHOOL COUNSELOR

a. Is the role of the school counselor in the PLANNING of the career education program adequately explained? YES _____ NO _____ If not, what improvements should be made?

b. Is the proposed role of the school counselor in the PLANNING of the career education program feasible in terms of the time most counselors have available for such activities? YES _____ NO _____

In terms of the knowledge and skills of the average school counselor? YES _____ NO _____

c. Is the role of the school counselor in the IMPLEMENTATION of the career education program adequately explained? YES _____ NO _____ If not, how can the material be improved?

d. Is the role of the school counselor in the IMPLEMENTATION of the career education program feasible in terms of time? YES _____ NO _____

In terms of knowledge and skills? YES _____ NO _____

e. Is the role of the school counselor in the EVALUATION of the career education program adequately explained? YES _____ NO _____ If not, how can the material be improved?

f. Is the role of the guidance counselor in the EVALUATION of the career education program feasible in terms of time? YES _____ NO _____

In terms of knowledge and skills? YES _____ NO _____

g. What, if any, additional training is needed by the average school counselor to provide career guidance and counseling services to the handicapped?

h. Could any of the duties assigned to the school counselor in the model be performed by other school personnel? YES _____ NO _____ If so, by whom?

3. TEACHER CONSULTATION

a. Is the teacher consultation a method you would feel comfortable using? YES _____ NO _____ Is there another method that is more appropriate? YES _____ NO _____ If so, please specify.

b. Can you suggest any additional methods which can be used to provide the teacher with assistance?

c. Comment on any ways in which this section on teacher consultation can be improved.

4. OCCUPATIONAL INFORMATION SYSTEM

a. Is the occupational information system explained in sufficient detail so that you could develop one? YES _____ NO _____ If not, what additional information is needed?

b. Is it realistic to assume that a school librarian could coordinate the occupational information system? YES _____ NO _____

c. Comment on any major problems that you might forsee with the proposed occupational information system.

5. CAREER COUNSELING FOR STUDENTS

a. Is the role of career counseling with all students (elementary, junior high, and high school) sufficiently explained? YES _____ NO _____ If not, please indicate what needs to be added.

b. In terms of the amount of time available to school guidance counselors, is the proposed student counseling program feasible? YES _____ NO _____ If not, what alternatives would you suggest?

c. Could a special education teacher help perform some of these counseling tasks with students or should a counselor be used exclusively?

d. Can you suggest others who may be of assistance with the career guidance and counseling program?

e. What roles can these individuals perform?

f. If you cannot utilize this proposed guidance and counseling program, what alternatives would you suggest?

g. Considering cost, material, and time needed, is the proposed evaluation and testing program feasible? YES _____ NO _____ If not, how can the situation be remedied?

h. Are the suggested methods of assessment adequate? YES _____ NO _____ If not, what needs to be included?

6. JOB PLACEMENT SERVICE

a. Is the job placement service clearly explained? YES _____ NO _____ If not, what sections are unclear and how can they be improved?

b. Comment on any changes that need to be made in the job placement services section of Chapter 7.

c. Based upon your experience, is the proposed job placement service feasible in terms of time, cost, and manpower? YES _____ NO _____ If not, please specify.

7. REFERENCES

a. Are the references to the chapters adequate?
YES _____ NO _____ If not, why?

b. Please indicate any resources that need to be added or deleted from the listings.

c. Please add any further comments that you may have regarding the Career Education Guide.

d. Please comment on your overall impression of the proposed role of guidance and counseling in the Career Education Guide for the Handicapped.

APPENDIX F

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